DOCUMENT RESUME

ED 180 860	SO 012 179
AUTHOR	Dillon-Peterson, Elizabeth; Greenawald, G. Dale
TITLE	Staff Development for the Social Studies Teacher.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	80
CONTRACT	400-78-0006
NOTE	91p.
AVAILABLE FROM	Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($6.95)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Inservice Programs; Needs Assessment; Professional Development; Program Costs; Program Development; Program Planning; Resource Allocations; Social Studies; *Staff Improvement; *Success Factors; Teacher Motivation
IDENTIFIERS	Information Analysis Products

ABSTRACT

The book identifies critical variables that influence the success or failure of staff development programs for social studies teachers and provides suggestions for planning and implementing effective inservice activities. It is based on interviews with 24 educators of diverse backgrounds and the authors' own practical field experiences as well as their knowledge of the literature. The book is presented in eight chapters. Chapter I discusses the need for staff development emphasizing the number of new curriculum areas, vast array of instructional materials and strategies, and teachers' need for assistance. Chapter II focuses on the need to create a climate characterized by effective communication, organizational commitment, and community support. Chapter III examines the importance of a systematic and continuous planning process based on an assessment of long-term and short-term organizational and individual needs. Chapter IV discusses the assignment of leadership and responsibility for staff development, considering desirable traits and the advantages and limitations of various kinds of educators in relation to this position. Chapter V emphasizes the allocation of human and financial resources and discusses factors to consider in estimating these needs. Chapter VI focuses on effective goals, content, and strategies. Chapter VII lists formal and informal incentives for successful teacher participation. The concluding chapter explains the essentiality of and factors relating to meaningful evaluation and follow-up. Appendices offer a sample outline of a long-range staff development plan including a needs assessment instrument and a staff development program assessment form. (CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180860

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Social Science Education Consortium
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

STAFF DEVELOPMENT FOR THE SOCIAL STUDIES TEACHER

by

Elizabeth Dillon-Peterson
and
G. Dale Greenawald

SØ 012 179

Social Science Education Consortium, Inc.

ERIC Clearinghouse for Social Studies/Social Science Education

Boulder, Colorado

1980

use

ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

ISBN 0-89994-243-1

Price: $6.95

LIBRARY OF CONGRESS CATALOGING IN PUBLICATION DATA

Dillon-Peterson, Elizabeth, 1925-
Staff development for the social studies teacher.

Includes bibliographical references.
1. Social science teachers--United States.
2. Social sciences--Teacher training.
I. Greenawald, G. Dale, 1947- joint author.
II. Title
H62.5.D54 300'.7'073 80-11118
ISBN 0-89994-243-1

This publication was prepared with funding from the National Institute of Education, U.S. Department of Health, Education, and Welfare under contract no. 400-78-0006. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or HEW.

CONTENTS

Preface..v

List of Contributors.......................................vi

Foreword...vii

1. The Need for Staff Development in the Social Studies............1

2. Creating a Climate for Successful Staff Development.............5

3. Planning on the Basis of Organizational and Individual Needs.....9

4. Assigning Leadership and Responsibility........................21

5. Allocating Human and Financial Resources.......................29

6. Selecting Content and Strategies...............................33

7. Providing Incentives for Participation.........................45

8. Arranging for Evaluation and Follow-Up.........................55

References...67

Related Resources in the ERIC System.......................69

Appendix A: Sample Outline of a Long-Range Staff Development Plan..81

Appendix B: Staff Development Program Assessment Form.............85

PREFACE

It is easy to get so caught up in worrying about what social studies is (or are) that we lose sight of the fact that something called "social studies" is being taught every day in school classrooms by thousands of teachers--some of whom, perhaps, could use a little help from time to time. And it is tempting for those of us engaged in "educational improvement" to concentrate our efforts on developing new and better products--curricula, materials, evaluation instruments.

Yet research has consistently shown that the most important variable in the classroom, from the standpoint of how much and what kind of learning takes place, is the teacher. Few of us would go so far as President Garfield, who stated that he required nothing more for education than a student (himself) on one end of a bench and a teacher (Mark Hopkins) on the other. Still, past experiments with innovative social studies curricula have convinced most of us that the particular *products* used in the classroom--no matter how cleverly designed and developed--are less important than the *processes* used in teaching the materials. Nor is mastery of effective teaching processes and strategies enough, if a teacher is deficient in content knowledge or in the kinds of interpersonal skills required for classroom management and communication.

Because the personal and professional skills of teachers are critically important factors in the learning process, a systematic staff development plan should be an integral part of every educational program. As the authors of this book point out, staff development is especially important in social studies/social science education because of the proliferation of new strategies and content areas in this subject field.

In an effort to identify the characteristics of successful staff development programs for social studies teachers, the authors interviewed educators all over the country. Most of the suggestions and guidelines in this book reflect the knowledge and expertise of these educators--often acquired, they admit, the hard way. By sharing the hard-earned knowledge of these contributors, we hope to provide aid and comfort to those who believe that education can often be usefully achieved by putting a teacher on one end of a bench--and another teacher on the other.

Irving Morrissett

Executive Director, Social Science Education Consortium

Director, ERIC Clearinghouse for Social Studies/Social Science Education

LIST OF CONTRIBUTORS

Ms. Margaret Baldwin, Teacher, Des Moines (Iowa) Public Schools

Mr. Ralph Carson, Teacher, Hillsborough County (Florida) Schools

Dr. Bill M. Clark, Director of Educational Services, Heartland AEA 11, Ankeny, Iowa

Dr. R. Linden Courter, Director of Staff Development, San Diego (California) City Schools

Mr. Neal Cross, Social Studies Consultant, Lincoln (Nebraska) Public Schools

Mr. John H. Daly, Teacher, Madison (Wisconsin) Metropolitan School District

Dr. John Durkin, Director of Staff Development, Worcester (Massachusetts) Public Schools

Mr. Jeff Formaster, Education Service Center, Region XIII, Austin, Texas

Mr. Charles L. Gloor, Social Studies Department Chairman, H.S. Vincent High School, Milwaukee, Wisconsin

Ms. Clara Hanline, Teacher, San Diego (California) City Schools

Mr. Roice Horning, Executive Director of Staff Development, Jefferson County (Colorado) Public Schools

Ms. Susan Lafferty, Teacher, Jefferson County (Colorado) Public Schools

Dr. Sandra Lipman, Social Studies Coordinator, Memphis (Tennessee) Public Schools

Mr. John Lizer, Director of Staff Development, Hillsborough County (Florida) Schools

Dr. William Marks, Director of Social Studies Learning Services, Dallas (Texas) Independent School District

Dr. Rhonda A. Moffit, Consultant for Planning, Staff Development, and Special Projects, Mesa (Arizona) Public Schools

Mr. Roxy Pestello, Staff Development Specialist, Boulder Valley (Colorado) School District RE-2

Dr. Arthur Rumpf, Social Studies Coordinator, Milwaukee (Wisconsin) Public Schools

Mr. Monty Swanson, Teacher, Wichita (Kansas) Public Schools

Mr. Thomas Swenson, Director of Staff Development, Madison (Wisconsin) Metropolitan School District

Dr. Charles Thompson, Social Studies Coordinator, Wichita (Kansas) Public Schools

Ms. Sylvia Tyre, Teacher, Dallas (Texas) Independent School District

Dr. Sheila Wilson, Director of Staff Development, Township High School, District #214, Mt. Prospect, Illinois

Dr. James E. Wise, Director of Staff Development, Des Moines (Iowa) Public Schools

FOREWORD

The publication of numerous articles and books on the subject reflects the increasing attention focused by educators on staff development and inservice education. Often, such publications begin with a rationale which justifies expanding staff development efforts, pointing out that declining student populations, financial constraints on school districts, and other factors have contributed to the ossification of teaching staffs.

Since adequate rationales for staff development programs already exist in profusion, we have made no attempt to formulate yet another one; rather, we have assumed that staff development is a vital component of an effective educational program, and we have attempted to identify critical variables that influence the success or failure of both long-range staff development plans and specific inservice activities. We have also compiled, and herewith share, a variety of suggestions for planning and implementing successful inservice programs, particularly in the field of social studies.

The data used in preparing this paper came from a variety of sources. The examples cited and comments quoted were garnered from interviews conducted by the authors with 24 persons of diverse backgrounds in education. Many contributors were staff development specialists for local school districts; some were district-level social studies consultants or administrators; others were employed as staff development specialists for intermediate service units; still others were classroom teachers. (A complete list of contributors is on page vi.) Each participant responded to a partially structured interview consisting of questions which progressed from general to specific topics. This format allowed the authors to obtain general information and spontaneous comments before addressing specific issues of interest. The interviews were recorded, and the transcripts were analyzed by means of accepted methods of content analysis. In addition to data from the interviews, the authors relied on their own practical field experiences in planning and conducting staff development programs and on their knowledge of the literature, especially in designing the interview.

To the 24 educators who took the time to share their ideas and experiences during the interviews that provided the basis for this book, the authors are immeasurably grateful. Also deserving of acknowledgment are the contributions of Miriam Gingras, who typed the final copy and many of the transcripts, and Ann Williams, the SSEC and ERIC/ChESS senior editor.

Elizabeth Dillon-Peterson

G. Dale Greenawald

December 1979

1. THE NEED FOR STAFF DEVELOPMENT IN THE SOCIAL STUDIES

"The school district gives you a day and then they bring in some goof to talk to you. The best type [of inservice day] is when they say, 'We have no program--we hope that you will work within your departments.' At least you can get your supplies straightened out."

--A social studies teacher

The statement quoted above (Hutzler 1978, p. 9) reflects the pessimistic view of staff development held by many teachers. Research into the topic consistently indicates that teachers find most inservice activities to be ill conceived, irrelevent, and ineffective (Brimm and Tollett 1974; Howey 1978; McLaughlin and Berman 1977, p. 191; Zigarmi et al. 1977, p. 549). Faced with mounting evidence that most staff development efforts fall far short of their mark and may even incur ridicule and resentment from the audiences they intend to help, many individuals responsible for inservice programs are searching for ways of improving their products.

Yet there is general agreement among educators that inservice programs are an essential factor in ensuring that our classrooms are staffed by qualified teachers, and the field of social studies has especially urgent staff development needs. As one observer commented, "Perhaps no field of education has changed more in recent years than the social studies. In the last 10 to 15 years there have been considerable changes in attitudes about what should constitute social studies and important developments in teaching strategies designed to bring about desired outcomes (Switzer 1977, p. 31). Teachers face ever-growing demands to provide instruction in new areas and must choose from a vast and confusing array of instructional materials and strategies, many of which they may not have encountered during their years of undergraduate teacher preparation. Yet many teachers appear to be unfamiliar with materials and pedagogies which could help them deal with the new demands they face (Switzer 1977, p. 44; Fox et al. 1967). Three recent studies of social science education funded by the National Science Foundation suggest that social studies teachers lack depth in most social science disciplines, that many feel they need inservice education in inquiry techniques, and that some feel poorly prepared to instruct social studies classes because they are teaching out of their fields (Stake and Easley 1978; Weiss 1978; Wiley 1977).

Thus, the field of social studies education has several specific kinds of staff development needs. First, teachers need to be made aware of the variety of topics, goals, materials, and instructional strategies available to them. Second, teachers need assistance in deciding how to make rational choices from among the options available and in selecting compatible topics, goals, materials, and teaching strategies.

An important component of any decision-making process is knowledge. Research suggests that preservice teacher education programs provide insufficient background in content areas (Brubaker 1973, p. 7; Weiss 1978, p. 142; Wiley 1977, pp. 121, 129, 143). Not only do teachers need additional content knowledge, they also require knowledge about innovative instructional strategies. Since most recently published texts include activities based on such strategies, teachers may need assistance in order to use these texts effectively. Assistance in selecting and applying a variety of instructional strategies should encourage creativity in adapting materials and strategies to meet special needs.

Finally, teachers may need help in developing the skills required to integrate the broad range of topics and goals for social studies education into an organized, integrated curriculum. They need to learn how to select appropriate content from the options available and to develop sequential curricula which meet local needs. Finally, they need to develop expertise in selecting goals, evaluating materials, and identifying and implementing new teaching strategies.

These general statements about the needs for staff development in the social studies are not intended to suggest a rigid plan for developing a social studies staff development program. Different schools and different teachers have different needs, and these individual needs should provide the guidelines for local staff development efforts. The following chapters discuss some of the factors that a local school or district might want to consider before planning and implementing a staff development program. These factors are keyed to the following components which are prerequisites of an effective and successful staff development effort:

--A positive climate characterized by effective communication, organizational commitment, and community support.

--A systematic and continuous planning process based on assessment of long-term and short-term needs.

--Appropriate and permanent assignment of leadership and responsibility.

--Adequate and consistent allocation of human and financial resources.

--Formal and informal incentives for participation.

--Effective and appropriate goals, content, and strategies.

--Provision for data collection, evaluation, revision, and follow-up.

2. CREATING A CLIMATE FOR SUCCESSFUL STAFF DEVELOPMENT

To be successful, any program designed to improve the effectiveness of staff must be based on a solid commitment to promoting positive interpersonal relations, a belief in human potential, and a desire to encourage personal and professional growth. Throughout the process of interviewing educators during the preparation of this publication, respondents emphasized the need for inservice planners to be guided by an underlying sense of respect for the staff members being served. There seemed to be a genuine desire on the part of these educators to be in the role of providing service, rather than in a position of authority. There was resounding support for inservice programs to be viewed as development, not as remediation. There were many references to "shared decision making." There was ready acknowledgment and appreciation for the ability and willingness of teachers to guide and direct their own staff development programs.

All these factors combine to establish the kind of positive climate without which no staff development effort can succeed. The comments of the educators we interviewed suggest that unless staff development planners trust their colleagues' ability to collaborate in a meaningful way in their own staff development, such efforts are likely to fall short of the mark.

The establishment of a positive climate can be a very slow process. The director of staff development in one school district which has made a substantial commitment to staff development for more than ten years reports that only recently has a climate been well enough established so that solid work can be done.

It is helpful to look at the creation of a supportive climate by comparing it to Maslow's concept of the "self-actualized person." In this context, the perceptive staff developer will make an attempt to estimate the needs of the audience and to provide for those needs. It stands to reason that new teachers, faced with the uncertainties which confront all beginners, will respond primarily to inservice efforts focusing on safety and survival. It does little good to expect teachers to think about the application of theoretical constructs when classroom control is of paramount concern. By the same token, the enthusiasm of creative and energetic long-term staff members might be stifled or transformed into boredom and resentment by programs and activities which are not sufficiently challenging.

One way of creating a positive climate for staff development is to base it on the stages of career development or concerns through which teachers tend to move. Recent research at the University of Texas indicates that teachers pass through predictable stages as they are involved in change or innovation--and staff development, if it is effective, *is* change. One study focusing on these stages related to change is being used extensively by one of the school districts whose representatives we interviewed. The director of staff development describes its applicability in the following way:

> You meet the teachers where the teachers' concerns are. If their concern is for more information—you address that. If their concern is a management problem—you address that. If their concern is "What impact is all of this stuff having on kids?," you address how to assess effects on kids. It's basing what you do on the identified, specified interests and needs of your clients, and then systematically carrying that out--monitoring as you go along, to see that you're still on base.

The term *staff development* may be used to describe two different kinds of efforts. In one sense, the term may refer to a specific individual inservice activity or project--for example, a workshop or seminar designed to introduce teachers to new curriculum materials. In a broader sense, the term describes an ongoing program of which individual inservice activities are a part. The intent of this handbook is both to provide practical assistance to educators responsible for planning and carrying out individual staff development activities and to help those who have broader program-improvement responsibilities in enlisting resources and support for continuing, long-term, institutional efforts.

While it is important that each individual staff development activity be as effective as possible, it is equally important that each individual program be part of a cohesive, ongoing, institutional commitment to the professional growth of all staff members. One responsibility of staff members responsible for planning long-range inservice programs is to act as effective advocates for their particular content areas. Otherwise, the activities planned for any given area are unlikely to lead toward extensive program development and improvement. Furthermore, if a program is seen as a "frill" or as nonessential, it is likely to be eliminated or severely cut back in the competition for scarce economic resources.

While it is sometimes difficult to have much impact on the bureaucracies which many large school districts have become, the social studies administrator or teacher who has responsibility for staff development can and should do everything possible to ensure a solid, long-term organizational commitment to staff development in this important area. The first evidence of organizational commitment is found in the official policies and goal statements of a school district. If they make no mention of responsibility for the continuing professional development of staff, there is little likelihood that funding will be allocated regularly or that efforts to provide effective inservice will be taken seriously.

Another clear measure of commitment to staff development is found in the positions taken officially and unofficially by administrators in regard to this function. If there is a central office administrator (in large districts) whose sole responsibility is staff development, and especially if there is a central consultant or coordinator with expertise in the social studies, there is obvious commitment. In the absence of personal assignment of responsibility, some formal designation of responsibility may be a part of the organizational chart.

Not only is institutional commitment necessary for the success of a staff development program, a commitment on the part of the community is also important. By providing human and financial resources and encouraging individual efforts, the community can contribute to creating an atmosphere favorable to inservice. Community recognition may provide an incentive for staff participation, and adequate support from the

13

private sector can ensure that those responsible for staff development have access to adequate resources.

In summary, effective communication, organizational commitment and community support can help establish a climate in which staff and students alike will be encouraged to grow toward their potential. In some districts where all these factors are evident, there is widespread expectation that everyone in the district will continue to learn and improve.

3. PLANNING ON THE BASIS OF ORGANIZATIONAL AND INDIVIDUAL NEEDS

Planning for social studies inservice should be an integral part of the overall planning and budgeting process of a school district. Ideally, a school district would schedule a regular review of each of the various curriculum areas as a part of its program improvement planning process. During this process, social studies experts can and should provide assistance and direction in establishing outcomes which are reasonable and reachable. If the district does not have an organized procedure for collecting and reviewing data related to individual and district-wide progress, the social studies consultant or coordinator can help devise a plan for doing so. The results of such a review, especially if viewed against comparative data gathered over time, should reveal both broad and specific areas of instruction that need to be introduced, supplemented, or strengthened. Provision for appropriate inservice assistance should be an important component of any systematic plan for improving instruction.

Assessing School and District Needs

"When I am told what to do, I do it if I want to. If I don't want to, I just pretend I'm going to do it later, and then I never get around to it." *--A junior high school student*

Most people feel a lot of resistance when they are asked to do something they don't want to do or don't accept as important or necessary. People must perceive a need to act before they do anything. This is not to say that all sense of need is initiated from within the individual; most people will accept outside-initiated requirements if they are perceived as legitimate. And if people can "buy into" these requirements on a personal level, they become "felt" needs.

Although it is important that staff development efforts in all disciplines be based on "felt" needs, it is particularly important for the social studies. The rapid proliferation of courses, materials, and methods has created many areas of potential need for social studies teachers. The new demands and opportunities faced by these teachers give rise to still other potential needs. However, because actual needs vary among individuals, buildings, and districts, individuals responsible for staff development must determine and attend to the unique needs of their particular staff.

One teacher commented: "I think the key [to successful inservice] is basing it on teacher needs. If teachers feel that they have a particular problem, or that they are lacking skills in a certain area which directly affects their classroom teaching, you're going to have a lot of inservice participation."

Almost all the examples of successful inservice efforts described by the educators we interviewed were the result of a planning and needs-assessment process which involved at least a representative sample of the target audience. One typical example was described in this way: "We have leadership teams in high school. These are principals and deans of instruction who sit with the instructional facilitator for the social studies at the high school level to plan seminars on the needs or requests of teachers."

Perception of need seems to be particularly crucial in attracting high school teachers to staff development activities. One individual responsible for staff development observed:

> Not only do we have more difficulty getting secondary teachers involved in most of the programs, when we get them there many times they are less enthusiastic about and don't seem to be as committed to, or as interested in, the programs as elementary teachers are. We have speculated that secondary people are conditioned to think in terms of a more-limited subject area. Almost all of them teach specific subjects, such as math or social studies, and they consider themselves—often rightfully so—to be experts in their fields. They may be less open to getting involved with new content because they feel responsible only for their own subject areas. Elementary teachers, on the other hand, are accustomed to having to bring in lots of different things; they tend to maintain an awareness of the entire instructional program.

One successful secondary inservice program was designed in response to reports by teachers that their major problems were related to motivating reluctant learners--"trying to help them look at who they are, why they are in school, and what teachers can do differently within the curriculum to motivate them and get them actively involved in learning." As a result of this reported need, a workshop was devoted to helping teachers--many of whom "had a tendency to be book-dependent and lecture-dependent"--get students more actively involved in the social studies content. Learning centers were set up so that teachers could actually go through the processes they were expected to carry out in the classroom. One center was focused on inquiry, another on the utilization of primary resource materials, one on instructional games and simulations, one on case studies, and one on utilizing small task groups.

Inservice planners can make use of a wide variety of information sources in identifying the needs of teachers for staff development. Some of the most useful sources and strategies are briefly described in this section.

Informal Assessment

The most common method of gathering information about needs is to survey the target audience or a random sample of it for expressions of opinion. Such an inquiry may simply take the form of an open-ended question ("List five topics you would like to have inservice sessions on"). Social studies consultants may have concluded from observation and study what needs exist in a particular group. Or needs may be suggested by department chairpersons or administrators who are aware of instructional deficiencies.

Almost all of the educators we interviewed indicated that teachers themselves were deeply involved in the process of identifying needs. The following response is typical:

> Committees made up of representative teachers from throughout the district work with curriculum specialists, with whom they meet on a regular basis. The curriculum specialists and these committees identify needs for staff development at these continual meetings.

Tests of Student Achievement

Of all the kinds of data sources to which social studies coordinators can turn for information about staff development needs, one of the most maligned is the student achievement test. Yet looking at achievement test scores can provide inservice planners with good clues as to what specific areas need work. A drop in achievement test scores at a given level in the area of "charting and graphing," for example, can result in further assessment to determine whether there is a relationship between the decline in scores and the manner in which the material is presented or the adequacy of preparation of the teacher.

Standardized tests provide useful data about how students are doing in a national context, within the district, school by school, and within a classroom. Criterion-referenced tests tell educators how students are doing in relation to the specific curriculum being taught in addition to providing a useful profile of student strengths and weaknesses.

In one program improvement effort, teachers at a given grade level were asked to collect information over a period of time to determine what specific errors their students were making in the use of maps. These errors were noted and sent to the central office for tabulation. An inservice program was then designed to introduce several ways of presenting these concepts to students more proficiently.

All of these kinds of measuring tools can provide decision makers with useful data for establishing targets for improvement--both for students and for teachers.

Requirements of New Curricula

Whenever a new curriculum program is adopted, those who are responsible for its implementation should undertake a comprehensive review of its content and teaching strategies in order to determine what inservice training will be needed to help prepare teachers to use the program effectively. A complete inservice program should be in place before a new curriculum is installed.

One curriculum consultant reported to us that the teacher competencies identified by the developers of a new curriculum program had provided the outline for the inservice efforts required to implement it properly. This consultant's district is now in the process of establishing criteria by which individual teachers may determine whether they need to participate in staff development related to given competencies.

Outside Influences

One of the accepted facts of life in public education is that outside authorities and pressure groups periodically identify needs from their perspectives and subsequently attempt to impose staff development requirements on school personnel. For example, in one respondent's school district the board of education mandated an aggregate year's achievement in the basic skills for all students. Although the consequences of noncompliance were not clearly spelled out, the action of the board reportedly stimulated a high degree of attention--and tension--on the part of staff members at all levels.

Teachers and administrators alike feel the impact of such federal requirements as Public Law 94-142 or court-ordered desegregation, and they may well request (or readily accept) inservice training in how to deal with these new situations. The fact that this kind of outside pressure is readily translated into a felt need was clearly described by one teacher:

> You may be dealing with a different socioeconomic level than you're used to. Those kids are going to require some different skills. You ask yourself, How do I deal with this? What tools are available to help me organize my classroom so that it will be meaningful to those individual students and so that I am better able to get them involved in the learning process?

Department, Building, and District Assessment

Many social studies departments conduct annual needs assessments in an effort to improve instruction. Typically, the department chairperson and the local district social studies coordinator meet with members of the department to determine the needs (and interests) of the department members in regard to staff development. Plans are then made for conducting inservice programs aimed specifically at those needs.

In some school districts, individual schools conduct instructional needs assessments and use the results to design building-based staff development activities designed to achieve the objectives identified during the assessment. A school may focus its program improvement efforts on a different content area each year, or the effort may reflect a long-term commitment across subjects. One district's approach was described this way:

> Every school in the district has to design its own five-year plan, and the district designs a five-year plan to implement that. Much of the need came out of each of these various buildings working to develop its own plan.

Another method of using input from various levels to establish a district-wide plan relies heavily on the opinions of individual teachers:

> We look at things that are of importance. We look at our own needs as a school district, and we also gain input from teachers. We have monthly meetings of department chairmen, and everybody chips in with what they would like to see as inservice. From these ten or so possibilities, we send out a questionnaire to the teachers, and every teacher indicates a preference. We go with the more popular ones.

Summary

Whatever specific procedures are used to collect and analyze information about organizational staff development needs, three simple maxims should serve as guidelines:

1. *DO look at a variety of information in assessing needs.* Investigate both self-perceived needs and those perceived by others. Collect both objective and subjective data. Solicit the views of practitioners ranging from classroom teachers to district-level administrators, and don't forget input from people outside the system. One staff development director put it this way:

> I think it is important that we look at a lot of sources of needs, not just the individual perception of need or interest. We need to draw upon some other sources such as review of yearly staff evaluation, student achievement data, and community perception of need. No one of these alone is the answer, but in combination, they probably provide better data than just asking people what they need.

2. *DO involve teachers in assessing their own needs.* The one seemingly inviolate rule followed by effective staff development personnel is "Always work from the felt need of the inservice participant."

Almost without exception, educators who were interviewed for this publication indicated that they rely heavily on input from those for whom the activity is designed. They hear and take into account the kind of sentiments expressed by one classroom teacher:

> A lot of concern is voiced by teachers about the inservice program--you hear voices saying, "We want to have some input--we don't want to just sit and listen to something that someone up there in the white tower is telling us."

3. *DON'T hesitate to use your own judgment.* Social studies specialists who are assigned responsibility for staff development should feel confident about relying on their own expertise to make judgments about inservice activities. Because of their positions, they probably have a more comprehensive view of the total program and specific instructional needs than it is possible for any individual teacher to have. They can also bring some influence to bear in soliciting the participation of staff members who may not be highly motivated either to assess their own needs or to engage in staff development activities. One educator we interviewed observed that

> . . . some of the teachers who need help the most don't get involved. Getting reluctant teachers involved is a problem that we keep working on.

Getting people involved in a genuine sense in their own needs assessment has proven to be one of the most effective ways of promoting professional development.

Providing for Individual Needs

Although teachers are constantly being urged to individualize their instructional programs for students, all too often inservice efforts make no attempt to provide for the individual needs of teachers. As one teacher described typical practice,

> a lot of districts will bring all the teachers together on a day and put them in an auditorium and give them a lecture, or some districts with a social studies consultant will bring everyone together and do something

> with them all even though it is only appropriate for about 20 percent of them. Moving out of that "What's good for some is good for all" mode and giving people recognition for individual growth is what we need.

Unfortunately, few staff development programs allow for individual diagnosis and the varying needs of teachers at different levels, even though there may be awareness on the part of staff development planners of the desirability of making such differentiations. It is clear that more attention needs to be given to individual needs, primarily by giving teachers choices from a wide variety of staff development offerings.

The opportunity to make such choices, of course, does not guarantee that teachers will select inservice options that meet their actual needs. Something more in the way of direction may need to be provided.

One social studies consultant whom we interviewed described how her district had planned an inservice program to accompany the installation of new commercial social studies materials: First, a representative group of the teachers who would be implementing the program met to identify the instructional knowledge and skills which would be needed to present the materials successfully. These data and skills were then organized into a self-study mode through which each teacher could identify which skills and what knowledge he or she needed. A needs-assessment instrument was provided for teachers to use to determine whether they were sufficiently knowledgeable or capable in each area. Finally, three strategies were outlined for mastering the needed knowledge or skills, either independently or in a group.

The following techniques are helpful in understanding and providing for individual needs for staff development:

Observation

Observation or supervision, if well done, enables a knowledgeable, objective colleague to give useful feedback on classroom process which can be used as a basis for assessing staff development needs. Such observation can be formal or informal, either within or outside the regular personal evaluation process.

Formal observation usually takes place as part of a regular performance review process. The observer may be an assistant principal for instruction or a social studies coordinator. Too often, however, formal observations are of the "drop in, look around a bit, and make a hasty judgment based on general impressions" variety. It is particularly helpful if the classroom teacher establishes, at least in part, what will be observed during the visit. The post-observation conference should enable the teacher to select appropriate inservice activities on the basis of information received from the observer.

While informal observation is no less planned than formal observation, it is not a part of the hierarchical supervisory system; it takes place between teacher peers, department chairpersons and members, or others who take responsibility for evaluating one another. In one form of peer observation, the teacher to be observed requests a colleague to visit the class. The teacher shares the lesson plan to be taught and asks the observer to critique specific behaviors. The teacher should give the observer clear directions about what kind of feedback is desired. The observer gives feedback only in those areas, making suggestions if he or she has been asked to do so. The teacher whose behavior was observed then determines what kind of staff development is needed on the basis of the observer's report.

Interviews

One interesting approach to individualizing an inservice program for teachers is to use a structured personal interview to collect information. For example, if the purpose of an inservice effort were to help teachers install and present new curriculum, the social studies consultant would first identify (with the aid of a representative group of teachers) the skills and knowledge needed to effectively use that particular curriculum. Each teacher using the curriculum would then be asked to respond to questions designed to give the interviewer a general picture of how well the teacher understands the curriculum, what processes are being used, and what problems are occurring. On the basis of this feedback, the consultant can plan programs for groups of teachers who are having similar difficulties or provide individual help for teachers with isolated problems.

Self-Initiated Requests

Perhaps the most individualized approach of all is simply to make it easy for staff members to request assistance on a one-to-one basis. This may be accomplished in a number of ways. Some school districts retain a "hot line" number (often the number of the social studies consultant, but other resource persons in various buildings at various levels could also provide this service) which may be called at any time a teacher has a question. As a result of this initial contact, the teacher may ask for specific assistance in the implementation or use of a new teaching technique or new materials. A teacher might also request that the resource person conduct a demonstration in the classroom so that the activity may be observed in the most natural setting. Or a group of teachers might identify problems which have occurred and brainstorm with the resource person ways in which they might be solved.

Leadership Opportunities

Many educators who have been working with staff development for some time have discovered that one of the best ways of providing for the individual needs of staff members is to recruit and train interested teachers to lend their expertise to others. Unfortunately, teachers--even capable ones--are sometimes initially reluctant to take on this role; however, once they have had the opportunity to share their knowledge and experiences, they usually become extremely competent and confident. In fact, teachers themselves frequently are the best staff development leaders available--and at moderate cost, in comparison to the expense of hiring an outside resource person whose influence may well be only transitory.

Participation in Planning

One of the educators we interviewed suggested that a good way of providing for individual input is to make the whole staff development activity developmental in nature. Such an approach might be initiated by inviting teachers to attend a meeting at which the rationale for an inservice program will be determined by asking, "Why should we be here? What do we need to learn?" This process enables teachers, the organizer of the activity noted, to "set their own purpose." He suggested that a committee might be appointed to do some preliminary work on identifying possible objectives so that the meeting would have at least a tentative general direction. The participants should be asked at the outset of the meeting how comfortable they feel with these objectives, with the assurance that if they believe another direction to be preferable the tentative plan will be changed so that it is responsive to their needs.

Delivery Options

Another way of providing for the individual needs of teachers is to offer them options about the kind of inservice delivery they would find most acceptable. Conventional wisdom indicates that some teachers prefer small groups in which they can share experiences and solve problems together, while others find small groups to be a waste of time, a mere "pooling of ignorance." Some adults learn well from printed materials and are able to apply the ideas they have read about to their daily activities without clearly described application plans. Others need a step-by-step plan for putting new learning into practice. One of the simplest ways of providing for individual preferences within an inservice activity is to provide at least two options for learning what needs to be learned. Informal assessment of this strategy indicates that inservice activities--particularly those which are mandated--are much better received if a choice of delivery is given to those involved.

Summary

The important thing to remember in planning for individual staff development needs is that no single approach will be successful for every teacher. Furthermore, if individual needs are to be met, there must be variety and attention to perceived needs as well as exposure to ideas which may generate felt needs--in short, to put into practice the following thoughts expressed by a social studies consultant:

> I think one of the keys to the whole business is to relate to people where they are and get them to buy into the situation--the ongoing plans that you are trying to initiate. I don't think anything can happen unless people are in a state of readiness, and you have to pretty much take people from where they are.

4. ASSIGNING LEADERSHIP AND RESPONSIBILITY

It is important to identify some particular person or group within a school or district who will have official responsibility for staff development and to clearly spell out the responsibilities of that person or group, for the following reasons:

Visibility. The presence of an official "staff developer," social studies consultant, or coordinator with specific responsibilities for social studies inservice provides visible evidence of the ongoing commitment of the district to quality programming in social education.

Accountability. Leadership responsibility is linked with responsibility for carrying out established objectives.

Coordination. In addition to coordinating curriculum goals and staff development within the discipline, the person responsible for social studies staff development is in a position to work with other subject-area coordinators to provide for coordination of inservice efforts across disciplines. This is particularly important when elementary teachers (who are responsible for all subject areas) are involved in order to avoid stress resulting from lack of communication.

Continuity. Identification of responsibility makes it possible for the individual or group of individuals responsible for social studies staff development to make a long-range plan to develop and utilize a broad spectrum of capability within and outside the school district. If there is no clear job description of this role, it is important for the individual(s) given that responsibility to request that one be developed in order to provide for continuous support of the program. In formulating such a description, it is wise to solicit suggestions from individuals who will ultimately be served by the office. This job description should be periodically updated to ensure that it is still valid and to determine what changes should be made.

Leadership in staff development, as in almost any endeavor, is crucial to success. The educators we interviewed had a great deal to say about what characteristics they look for in successful inservice leaders. Among those most often mentioned were credibility and practicality. Other important characteristics mentioned were successful track record, ability to work with others, communication skills, ability to teach necessary concepts, and personality—a touch of showmanship apparently doesn't hurt!

Two of the teachers we interviewed pointed out the need for the inservice leader to be a good listener, to be genuinely interested in responding to the needs expressed by staff members, and to be able to offer meaningful assistance. One described such a person in these words:

> Somebody who really listens to the questions that you ask before giving answers. Who, after listening, can focus on what the problems are. Somebody who doesn't just talk a good line. It's nice to have a friendly person come into your building and say, "Well, what can I help you with?," but if the person doesn't follow through it's meaningless.

Another teacher listed these characteristics:

> First of all, a successful teacher, and second, a creative person, as much as that can be ascertained. Third, a task-oriented person. A fourth would be broad knowledge in the area of social studies. Ability to relate well to adults would be another characteristic.

How should a district or school go about identifying the person(s) who will be assigned leadership and responsibility for staff development? Should district planners look to teachers to fill this role? Administrators? Subject-area specialists? Outside consultants? No single answer will fit all situations; each district or school must make this decision on the basis of its own strengths, weaknesses, and organizational structure. The balance of this chapter is devoted to a discussion of the advantages and limitations of assigning this function, or roles within it, to various categories of education professionals.

Teachers

In terms of credibility, there appears to be a strong argument for use of the most credible of all leaders for staff development--the effective peer. Most of those interviewed strongly reinforced this perception; many suggested that regular classroom teachers should lead staff development activities for other teachers. As one social studies consultant said,

> The most successful staff development programs I've been associated with are those that teachers conduct themselves. They talk about their successes in the classroom, give examples, and bring materials—things other teachers can make. It allows teachers to actually try something based on what other teachers say works in the classroom.

This consultant reinforced the credibility theory by noting,

> The local teachers are there every day, and they know what is going on. Very often an outside person's ideas and answers are just not realistic in terms of what is actually happening.

The same basic ideas were reiterated by another educator:

> I would say that teachers are much more willing to listen to other teachers or practitioners who spend several hours a day in the classroom, because what was successful for those teachers would probably be applicable to a lot of classroom situations. I think there is a general feeling [on the part of teachers] that a lot of courses offered or sponsored by a university have a lot of good theories but little practical application. I think there needs to be a balance between the two. You need some theory, but you also need some practical application. If you're going to expose people to theory, that theory should have been tested in a classroom situation.

In most districts, teachers are regularly involved in general systemwide needs assessment for social studies staff development, and representative teachers serve on an advisory committees to assist in identifying needs, planning and providing for the presentation of appropriate staff development activities, evaluating results, and making recommendations for improvement. Merely assigning staff development responsibilities to teachers, however, does not ensure success; they must receive specific training in how to plan and present inservice programs in order to do an effective job and to derive satisfaction from doing it. All too often it is assumed that a teacher who is effective in the classroom is automatically able to transfer this expertise to colleagues. Teachers who are expected to assume leadership roles in staff development need instruction and practice in leadership skills, effective communication techniques, and strategies for making clear and helpful presentations to their adult colleagues.

Building Principals

The leadership role of the principal in the success or failure of any program-improvement effort has been well documented. Our survey reinforced the idea that the success or failure of a staff development program is significantly influenced by the interest shown by the building principal, and particularly to the extent to which he or she is directly involved in planning and implementation. One staff development specialist explained:

> I felt that it was important for the principal to be the instructor of the course, and for other people to be his resources. My feeling is that if [principals] teach their own teachers, they're going to learn the content really well. They're going to be more comfortable about going in and working with those teachers in that classroom later on.

In discussing the implementation of a major new instructional model, one consultant commented:

> I feel that a principal should keep up with change. There's really no change in a school unless the principal is supporting it. I also believe that change is a *lonely process*. If one particular teacher attempts to bring about change, he or she often is met with resistance by other faculty members or administrators. Some people feel that teacher is trying to get out front, trying to make them look bad. There should be at least two people involved so that [the inservice planners] have somebody to share frustrations and successes with, and whenever possible the principal should be involved so he could support the teachers who are attempting to bring about the change in the curriculum. Inservice planners must have both peer support and administrative support. They must participate as a group. The team approach has worked great.

Obviously, a principal cannot be expected to be trained as an instructor in every curriculum area, but it is important for social studies educators to ensure that principals have an opportunity to become reasonably familiar with the curriculum and strategies being employed--particularly when a change is contemplated--and to enlist their aid and support.

Research suggests that principals are the "gatekeepers" of their schools (Mann 1977; Fullan and Pomfret 1977, p. 383). To a large extent, they determine the climate and activities within their buildings. Therefore, their support for staff development is critical. They can demonstrate support by attending staff development functions, allocating resources for inservice and follow-up, encouraging teachers to attend voluntary staff development activities, formally and informally rewarding staff members who participate, establishing and maintaining administrative structures dedicated to planning and implementing a staff development program, demonstrating awareness of the goals of current social studies staff development efforts, and offering assistance to those responsible for planning and implementing staff development activities.

District Administrators and Consultants

The fact that teachers are increasingly seen as having potential for leadership in staff development does not mean that those with responsibility for social studies at the central office or consultant level should not feel comfortable about exerting influence or providing direct leadership. Some of the social studies consultants we interviewed clearly indicated that they assume direct responsibility for leadership in staff development by assessing needs from their own perspectives and introducing new ideas which they predict will be of interest or help to teachers with whom they work. In a sense, they make educated guesses about inservice needs, and they take advantage of their organizational functions in attempting to provide for those needs. This is justifiable, because unless leaders feel free to influence or to suggest, there would appear to be no need for consultants, coordinators, directors of instruction, or department chairpersons. The established credibility of the assigned leader and the nature of the involvement of staff members in subsequent decision making and in implementing the leader's ideas will determine whether an administrator's leadership will be accepted or rejected.

If a district's organizational commitment to staff development is nonexistent or insufficient, the person who is responsible for social studies inservice may be able to make little impact as a single individual; however, it is possible for such a person to influence officials of the district in concert with others. The logical route lies through the instruction division of the school district. Every school district has at least one staff member who is charged with curriculum and the delivery of instruction. The social studies specialist may be able to join forces with this individual in an effort to build the necessary organizational support.

Outside Consultants

While the "teacher as leader" concept has considerable support at the present time, there is also a distinct place in staff development for outside experts. However, those responsible for choosing these consultants must be very selective, paying careful attention to the practicality and credibility of their presentations. Many successful staff development practitioners advocate the kind of "inside-outside" resource person relationship described by one director of staff development:

> We believe that a peer is the most influential person you have. This doesn't mean that we write off other people, but peer leadership is a highly motivating and highly stimulating experience, we have found. Even if we bring outside people in we have an inside person who acts as the monitor, the convener.

An outside consultant can contribute academic or strategic expertise which is not available or not feasibly developable within a district. The efforts of such a resource person can be reinforced and carried further by the "inside" member of the team--perhaps the social studies consultant or a teacher--with the help of telephone consultations or occasional follow-up visits.

Summary

All in all, the desirable traits for a staff development leader were described succinctly by one educator we interviewed:

> You have to believe in teachers and kids and be a fantastically effective listener. You have to be

authentic in the way you deal with people; you have to know how to access the resources that exist within the system at large. You have to be successful with administrators as well as with teachers, and you have to be able to come up with those things which teachers themselves perceive that they need.

5. ALLOCATING HUMAN AND FINANCIAL RESOURCES

No staff development program can operate successfully without adequate resources. However, what constitutes adequate resources in one situation may be more or less than is needed in another. Although most staff development people would like to have a "Cadillac" of a program, many probably would admit that they can accomplish almost everything they want to accomplish with a good serviceable Chevrolet. A business manager in Nebraska used the term "minimum standard of excellence" to describe what he means by providing the best program possible in the most cost-efficient manner. It is the task of the staff development specialist to determine what that minimum standard of excellence should be and to acquire appropriate resources, both human and material, to support the effort.

Some allocation of financial and human resources is necessary for each step of the staff development planning process. However, the major emphasis of this chapter will be on organization, implementation, and follow-up.

Financial Resources

It is important to list all the factors involved in an inservice effort and estimate the costs of each. Will the program require released time? If so, how many hours or days per teacher? Will it be necessary to provide lunch or dinner? Where will the meeting be held--will it require facility rental? How much will the instructional materials cost? Will an outside consultant fee be necessary? Will participants work on regular school time, or will stipends be necessary? Are tuition fees to be included? What reimbursement, if any, will be given to leaders? Will travel expenses be necessary?

Once the plan, with estimated costs, has been completed, it represents a strong argument for adequate funding. In the absence of such a plan, it is easy for administrators to make overall cuts in the total bueget. However, it is much more difficult to reduce or cut specific budget items which are shown to be necessary to support a defensible student outcome. Some people suggest that one of the reasons for inadequate funding of public education is that educators have not clearly explained to the public exactly what they are trying to do. Clear communication is especially important in the social studies, where there is mass confusion about what is happening and what the intent of the program is. The educators whom we surveyed indicated repeatedly that organizational commitment in the form of adequate budget was an essential element in successful staff development.

Human Resources

Appropriate human resources are available to every social studies inservice planner, often at minimal cost. As indicated in Chapter 4, there are master teachers with good ideas to share in every district, no matter how small. Many teachers might be willing to be trained outside the district in presenting new techniques or curriculum programs and then return to train others within the district. Intermediate service units and state departments of education may be able to provide assistance and personnel. Quite a few institutions of higher education are eager to work closely with teachers in the field, in part because they may be looking to inservice education to replace the gap left by declining preservice enrollments. School districts in reasonable proximity to one another can band together in consortia and pool resources and personnel in order to develop a cadre of trainers who can serve member districts, or in order to employ outside consultants. District social studies consultants or coordinators can obtain training at a university or social studies center and then conduct training sessions for teachers in their districts, perhaps in cooperation with teachers who are also members of the training team.

Social studies departments can also look for resource persons within the community. Many professionals in other fields may be willing to assist with training at little or no cost. Police and attorneys are excellent resources for law-related inservice training courses. Representatives of various national and ethnic groups can provide rich resources of information and experience in the area of global or multiethnic education. The growing movement toward using the community as a laboratory for active practice in citizenship was described in this way by one educator:

> Social studies staff developers can use creative methods to stretch the resources available to them locally. Conference calls can be set up at reasonable expense, through which students can converse with students or experts in other areas or other countries. They can listen to leaders in many fields of human endeavor by means of a telephone lecture amplified by an inexpensive device that enables the whole class to hear and ask questions. It is surprising how many capable people are willing to give some time to students in this manner.

Estimating Resource Needs

In some ways, the need to economize and the idea that "smaller is better" may lead educators to be more creative, to use their ingenuity, to recognize and make better use of available material and human resources. Nonetheless, districts should not use these ideas as a rationale for withholding the resources needed to provide effective staff development. Regardless of the creativity of inservice planners, a certain minimum level of support is essential for the successful operation of any program. The following factors need to be specifically considered:

Time. The most crucial resource for staff development is time, which usually represents a form of dollar expenditure. In many states and school districts, special days and half-days earmarked for staff development are included in the regular calendar. When one calculates the hourly pay of teachers, these days represent a substantial financial investment although there is no direct outlay of cash. Other time may be available (in accordance with teacher negotiation packages) after school, in the evenings, on Saturdays, or during the summer; however, teachers usually must be compensated for participating in inservice programs on their own time. In some instances, buildings or districts arrange for the student day to be delayed or shortened by one or more periods in order to provide time for staff development activities. In other cases, substitutes are provided in order to permit teachers to participate in staff development work.

Staff. While it is not necessary for every district to assign a permanent staff to coordinate and present inservice programs, it is not reasonable to expect that social studies programs will improve unless knowledgeable personnel are assured sufficient time to evaluate the instructional program and plan improvements on the basis of that assessment. Although in larger districts social studies consultants or coordinators are frequently assigned full time to staff development, there is a tendency for districts to view these instructional personnel as being dispensable if they are required to cut costs. Thus, even large districts may find it necessary to plan how to provide for inservice needs without the benefit of full-time administrators, as smaller districts have always had to do. One way in which this can be accomplished is to appoint a social studies staff development committee made up of representatives from all levels of schooling. The chairperson of this committee could be given some released time for planning meetings, organizing curriculum review work, and providing inservice in accordance with the needs determined by the committee.

Professional travel. Often seen as a luxury by the public and many boards of education, professional travel can be an exceptionally valid use of taxpayers' money if it is judiciously and thoughtfully planned. Travel can provide teachers with opportunities to acquire broader perspectives, to make contacts with experts in their fields, and to interact with professional colleagues from different geographic areas and backgrounds. However, it is important that social studies staff development planners choose visitation sites and professional conferences carefully and be fully prepared to justify travel expenditures in terms of concrete ideas and improvements which have been brought back to the district.

Consultants. As suggested earlier, there is strong justification for the judicious use of outside consultants in an effort to bring different perspectives to a local staff development program. Consultants should be chosen who have demonstrated genuine expertise in the area of the specific kind of improvement desired.

Materials. Some funding should be made available for a variety of miscellaneous other expenses incurred in the planning and presentation of successful staff development programs. Learning materials, professional publications, printing costs, refreshments--all are essential or useful, and all cost money.

6. SELECTING CONTENT AND STRATEGIES

Social studies specialists and their advisory committee members are in a good position to provide leadership in setting both short-term and long-range goals for staff development in their field. In one district, for example, each subject area consultant develops a general three-year long-range program-improvement plan in addition to a much more specific plan for the first year of that three-year period. Each year the plan is extended by one year, with the first year of the new sequence being made explicit. This plan is reviewed regularly by the top administration of the district and communicated in general terms to the board of education for approval. The plan includes the estimated costs of the program both for the first year and for the three-year period.

Once a workable and systematic planning procedure has been established, the next step is to decide on content priorities for both long-range and short-range programs. Obviously, these priorities should reflect organizational and individual needs (see Chapter 3). In general, however, inservice programs can be classified into three types: (1) those related to special content areas or new curricula, (2) those designed to disseminate new or improved teaching strategies, and (3) those focused on interpersonal relations, classroom governance, social interaction, and individual growth. Over the long run, a sound staff development program should include activities from each of these categories. The first part of this chapter deals specifically with all three types of inservice focus.

Determination of Content

Curriculum-Related Staff Development

The content of many inservice programs is specifically related to the curricula and content which teachers are expected to present in the classroom. The involvement of teachers in the selection of a new curriculum is in itself an excellent staff development activity in that it permits participants to analyze their present program, determine what changes are needed, and look at other curricula. Such an experience can be made even more effective if those who are responsible for inservice actually set learning objectives and design appropriate ways of meeting them in the course of the selection process.

Curriculum development is an even better form of inservice training, since the teachers involved must decide what learning outcomes are expected and what activities would most likely result in students' achieving those outcomes. This procedure requires teachers to think carefully about the learning process and how they are going to measure results.

Once a curriculum has been selected or developed, its effective implementation is highly dependent on the extent to which teachers understand and believe in it as well as on their knowledge and skills in using the program with students. Successful program implementation is a long-term rather than a short-term effort requiring both careful planning and opportunities for supervised practice. One educator who responded to our inquiries described an inservice plan that meets these criteria:

> Participants will have two days of released time from school duties for initial training to implement our new social studies/environmental education unit. On the first day, the inservice will be led by the coordinators and program officers in the central office. That day teachers will review the curriculum guide--what's to be covered, the sequence of activities, the materials and how they're used, how simulations are conducted. The other day they will come prepared to go out on site and conduct the field experience for kids. They'll actually bus out to field sites and go through the experiences of setting up a shelter, becoming aware of the environment, and solving problems related to the environment.

This description illustrates a number of characteristics of good curriculum-related inservice efforts. The plan recognizes the need for teachers to have unemcumbered time for the activity, and it permits participants to experience the kind of situation in which they will be expected to work with students--but only *after* they have been given an opportunity to review the content and to become somewhat familiar with the design of the new curriculum.

Curriculum as the central focus for inservice training is usually acceptable to teachers. Most teachers readily accept responsibility for teaching a new curriculum, and they recognize the need to receive some training in presenting new content, materials, and strategies. This is particularly true of secondary teachers.

More and more frequently, local school districts are required to implement curricula which are mandated at the state level. When this is the case, school district personnel should do as much as possible to help teachers support the new program and feel some investment in its success. For example, teachers should have an opportunity to help design the implementation plan, to write adapted forms of the curriculum suitable for their particular situations, to have some input into determining the scheduling and objectives of the inservice, to affirm the student outcomes expected, and to actually help design and conduct the training programs.

Inservice programs related to curricula need not be sterile, unimaginative, or limited strictly to the prescribed horizons of the particular curriculum program. The involvement of people outside the field of education in staff development can contribute both special expertise and broader perspectives. An example of a creative community-based approach was described by one respondent, who explained how teachers learned to help students conduct mock trials in connection with a law-related education unit. Lawyers and other legal personnel from the community served as human resources during the inservice training to help prepare teachers for working with the students.

In another example of extending curriculum staff development into the community--and vice versa--teachers learned strategies for stimulating interaction between groups of various ages and socioeconomic backgrounds. In this project, teachers, and later students, conducted oral history projects with community residents. They also engaged in such citizen advocacy activities as lobbying for a streetlight at a dark corner, working to establish parks, and assisting in election campaigns.

Teachers should be given both opportunity and encouragement to identify curriculum-related needs and organize inservice programs for themselves. One teacher we interviewed reported, "There seemed to be little inservice in geography at the district level and none at all from the state level, so we generated a program for ourselves through the concept of a geography fair."

The close relationship between curriculum and staff development was succinctly described by a central office coordinator: "I focus on curriculum because how teachers perform in their jobs has a lot to do with what they are using in the classroom."

Programs Focused on Improving Instruction

The primary purpose many of many inservice programs is to introduce or improve methodology or instructional strategies. Such strategies might include grouping for instruction, differentiating content for individual learners, using games and simulation, coordinating interdisciplinary instruction, and identifying reasonable objectives for students at a particular maturity level. In a sense, this kind of staff development is independent of the curriculum, since the strategies taught are applicable to many different disciplines and content areas. One staff development director described the need for this kind of focus: "We decided that the key was really making the teacher more effective overall--not just in teaching math or writing, but in understanding motivation theory and learning theory."

One good way to begin dealing with teaching skills that transcend a given content area is to ask each teacher to do a self-analysis. One respondent reported:

> We began with a questionnaire entitled "Am I an Inquiry Teacher?" Teachers did a self-rating, self-scoring activity, followed by an actual inquiry activity called "Children's Interests," in which they looked at children's interests and inquired into what that might mean for social studies teaching. They actually taught it and experienced it.

Periodic and systematic analysis of the actual teaching process in social studies classrooms should be used as a basis for determining staff development needs. Such an analysis could be made on a random basis by social studies specialists, consultants, or department chairpersons. Teachers themselves are often very effective observers of their peers, and they can be taught to give helpful feedback to their colleagues. (If staff members are unfamiliar with effective observation techniques, this might be a good topic for a staff development activity.) If observation criteria have not already been established, it is useful to develop a set of criteria cooperatively. Representative observers and "observees" can work together to determine these criteria. By asking the question "What should be apparent to the observer in an effective social studies classroom at your level?," a group of individuals, or one person, should be able to establish what could reasonably be observed.

Inservice Focused on Self-Concepts and Social Interaction

There is general agreement that the social studies should encourage the personal and social growth of individual students. An appropriate way to help teachers promote such growth is to provide them with inservice training and practice in organizing and managing small groups and in coaching these groups in such processes as problem identification, data analysis, identification of alternatives, consensus building, and conflict resolution. Many social studies programs today use these techniques in dealing with the problems and opportunities associated with desegregation, multicultural emphasis, and other equity-related matters.

There is very little agreement about whether it is the function of the school to act as a laboratory for social change. However, few would argue against the view that social studies and the social sciences have a major responsibility for teaching citizenship. Because various groups define what is meant by *citizenship* differently, before planning staff development for citizenship education it is advisable to go through some kind of consensus-building process in order to establish direction. This can be done by assembling a cross-sectional, representative group that includes people from the individual school, the school district, the board of education, and the community. Once this group has decided on a list of desirable citizenship characteristics, inservice activities can be planned to ensure that teachers are adequately prepared to develop these characteristics in students.

41

Selection of Activities and Strategies

Over and over, as we interviewed educators about effective staff development, certain terms kept reappearing: *modeling*, *hands on*, *actual practice*. Obviously, the frequency with which these terms were mentioned indicates that planning for effective inservice should take into account the need for teachers to actually *experience* some part of the learning. Further, it is necessary for teachers to be introduced *in a nonthreatening way* to new strategies which they are expected to implement in the classroom. Many respondents observed that a potent process for professional growth may be found in the sharing and discussion which takes place between participants at an inservice program. Finally, *variety* in delivery strategies is seen as important to the success of staff development efforts.

Planning Experiential Inservice Activities

Most teachers find it very useful to participate themselves in exercises which they will be expected to organize for students. One teacher we interviewed, who has led a number of staff development activities, strongly advocated this approach.

> I've found that hands-on strategies are most effective. In other words, if I'm trying to promote an idea or concept or particular technique or method, I want to run the teachers through it as if they were my high school class. I've found that to be most effective, and I've tried a number of methods in the presentations that I've given. Second best is where content is interpreted through a slide presentation or lecture. The least effective way is for teachers to be talked at.

Another respondent observed, "If we get teachers actively involved, they are more likely to put their training into practice when they go back to the classroom." An experienced inservice planner put it this way:

> You know, just a speech on a topic will not suffice. [Teachers] need to carry that material to their homes and to their classrooms and work with it. And they need someone to walk them through those materials.

Introducing Change in a Nonthreatening Way

Commenting on the idea that teachers' needs for security must be respected as change is introduced, one teacher remarked:

> The best way to get teachers over the fear of how new materials or new methods are going to work is to have them go through it themselves, so they can see where the pitfalls might be and ask questions. The kind of responses that they come up with are somewhat similar to the responses that they might be able to expect from their students.

A social studies specialist said:

> When something new comes in, we try to let [teachers] experience it first and buy into it emotionally and intellectually so that they are not afraid. They might see someone demonstrate something, but if they have not done it themselves, they would not be very likely to use it.

Knowing that someone is genuinely interested and available to help with problems which arise after the inservice training can be a boost to teachers' security and self-confidence. It may not be sufficient for inservice leaders to simply say, "We're here to help you; if you have problems with this unit, give us a buzz." Teachers' apprehensions can be significantly alleviated if they know that resource persons will be stopping by their classroom to see how they are getting along. As one respondent observed, "Change is a lonely process."

One staff development specialist whom we interviewed noted that staff development has a better chance of success if it helps teachers improve what they are already doing. He also commented that programs which seek to achieve new goals or drastically modify teachers' behavior will be much harder to implement and take a much longer time.

Providing a Variety of Experiences

Teachers are admonished both to individualize instruction for students and to provide variety in their teaching strategies. In the same way, staff development, which should exemplify the best in teaching strategies, should also include a variety of approaches. This factor is important not only from the standpoint of modeling good practices for teachers but also for the pragmatic reason that inservice activities are more palatable and better received if they incorporate a variety of teaching techniques and some change of pace. Apparently the staff developers and teachers we interviewed agree with this philosophy, because the effective staff development programs they described were full of variety. Some examples of variety follow:

> In almost any activity, there is a minimum amount of information that has to be given. This can be done in other ways besides straight lectures. Most of our activities are action oriented, and the teachers themselves are involved in the action. They are actually trying out things rather than just hearing about them.

> People don't want to sit and listen, particularly if you are talking about something that they can better understand through active participation. They like variety in the format. You know, kids say the same thing when they are evaluating teachers. They like variety in what they are doing.

> We opened with a couple of general sessions on Japan and had a dinner speaker. That evening, we had a sake reception for our visitors from the Japanese embassy who were sponsored by the Japanese-American Citizens' League. Instead of coffee breaks, we had tea breaks. We tried to bring a little flavor of Japan into everything we did. We used exchange students from Japan as speakers, along with vice-presidents of various corporations--industrialists in charge of trade operations. We had some sessions on bonsai, cooking, art.

> We try to have on site a variety of resources for people to use for purposes they lay out for themselves.

Other Factors in Successful Planning

One of the first things that neophyte staff development planners learn is to pay attention to the human needs of those whom they are attempting to serve. That attention may take the form of providing for individual differences in needs, interests, and preferences as well as such mundane considerations as convenience of location, appropriateness of time scheduling, accommodation for physical comfort, provision of refreshments, and effectiveness of audiovisual equipment.

Practical Considerations

The effectiveness of an inservice program can be materially lessened by lack of consideration for management details and physical arrangements.

The following questions need to be asked in planning a staff development activity:

—How much time is needed for the activity? Will it require more than one session?

—What would be the best time to schedule this activity?

—What kind of space is needed?

—What would be the most convenient location?

—Is it possible for participants to carpool?

—What equipment will be needed? Who will be responsible for making sure that it is available and that it works?

—How will the "creature comforts" of the audience be provided for? (Ventilation, lighting, temperature; do participants know where restrooms are located, and is there a break?)

—Where is parking? Is it adequate?

—Will refreshments be provided? Who will be responsible for doing this?

--What is the schedule? Is it flexible enough to allow for emerging needs?

Teachers themselves can offer valuable suggestions about how to answer these questions.

It is also important to suit the group size to the activity. While information can be delivered efficiently in a large group setting, the anonymity of a large group removes much of the individual sense of responsibility that stimulates genuine participation. Varying the size of the working groups during the course of the day or session will help sustain interest and involvement. For example, if the purpose of the activity is to let teachers experience using inquiry strategy, a small group provides maximum opportunity for interaction. Generally, small groups are more appropriate for active learning situations while larger groups are more appropriate for speakers or audiovisual presentations.

It is also important that the activity be well organized, have clearly stated objectives, begin and end promptly, and be evaluated in some way that provides constructive feedback which can be used to improve further efforts. Those who plan staff development activities can spare themselves many negative comments by organizing well, since most teachers deeply resent wasting their time.

Communication

Participants are likely to respond positively or negatively to inservice depending on the way in which a forthcoming staff development activity is described. In a sense, notification of staff development activities should be considered advertising. The announcement should have some visual impact, and it should convey the essential information to those for whom it is designed. The description should provide enough information for teachers to make a valid judgment about whether or not they should contribute their time, yet be concise enough so that busy teachers will not lay it aside to read at a later time (which may never come). In addition to announcements of specific programs, there should be a regular channel of two-way communication through which the social studies office can conduct needs assessments and receive direct suggestions from teachers.

Interaction

It is surprising how many staff development activities--which are, by definition, designed to enhance the effectiveness of human beings in working with other human beings--fail to recognize the uniqueness, and sometimes even the presence, of participants as individuals. It is safe to suggest that every staff development activity should provide at least one meaningful opportunity for those present to interact with one another. Ideally, this interaction should take place in a way that is relevant to both the objectives of the staff development activity and the needs of participants.

One social studies consultant told us about the "inclusion activity" which she uses to start all her staff development sessions: each individual in the group takes a few moments to share one problem or idea from personal experience which is related to the topic being considered at the inservice session. Often, the group participating in a staff development activity is its own best resource, not only for problem identification but also for problem solving.

The idea that opportunities should be provided for teachers to share their ideas with other teachers and learn from each other was mentioned repeatedly throughout our interviews. One respondent commented:

> Time and again teachers tell us that the most useful thing they had a chance to do during the duration of the seminar was confer and consult and talk with other teachers about common problems--share ideas.

7. PROVIDING INCENTIVES FOR PARTICIPATION

Of all the questions that must be considered in planning inservice programs, perhaps the most crucial is this one: What motivates teachers to participate in staff development activities, and what kind of compensation or reward do they expect for having done so? Once the purpose of a particular inservice activity has been established, a plan has been made, and a target audience identified, an even bigger challenge may be to ensure that teachers do, in fact, participate. At a time when there is much talk of teacher stress and staff "burnout," it is not always easy to ensure enthusiastic participation in educational staff development. Furthermore, it is frequently difficult for those responsible for staff development to make sure that the "right" people participate. All too often, the teachers most willing to participate in such activities are those who are already among the most capable; those who are least interested in participating may be those in the most need of help.

Not surprisingly, therefore, the educators we interviewed had a great deal to say about incentives for inservice participation. Some of the wide variety mentioned were of a rather low order—for example, convenient or attractive location. Other incentives mentioned were related to such factors as a teacher's real satisfaction in doing a good job of instruction. All are valid and worthy of consideration.

Successful History

A strong incentive for teachers to participate in staff development is past involvement in similar worthwhile experiences (Firth 1977, p. 219). If a district has a track record of effectively delivering staff development activities that address perceived needs, teachers are likely to be receptive to future efforts. Well planned and implemented activities will have a cumulative effect on future success.

Not only do effective inservice activities encourage participants to return, they also create an essential component of a staff development program: a cadre of vocal supporters. Frequently, teachers who have participated in inservice activities which they have found to be useful are the best recruiters of future participants. One consultant observed: "You have to have [enough] enthusiasm to persuade others that this is a very good idea." Another remarked, "I think the major incentive [for teachers to participate] was that they saw their colleagues very excited about it, and so they really did want to get into it and learn about it." Still another consultant described how enthusiasm is critical to the continuing success of a program: "You can tell [a program] is working because people go back to their schools, and the success of the program is discussed in lounge talk, and it starts to catch on--to snowball." Requests for repeat performances and expectations of future excellence are characteristic of every successful staff development program.

Establishing a tradition of successful inservice requires attention to all of the various components described in this handbook. Attention to detail is particularly important, as one of the educators we interviewed emphasized:

> First of all, you should start on time. The leader should be well organized and have all needed materials ready. Everything should be convenient and within reach. Chairs, tables, and other items should be arranged ahead of time. Audiovisual equipment should be checked out and set up. Preplanning is as important as actually conducting the inservice.
>
> The content objective should be met in as short a time as possible; the activity should be neither too short nor too long. If it's long, unless it's very well planned participants probably won't be back again. Each program should require no more than 1 1/2 hours unless it's a workshop where teachers actually make things. Lectures should require an hour at the most.

Variety and Choice

It is vitally important that those responsible for inservice programs plan them carefully, try to anticipate all contingencies which may arise, and provide variety. Often there is value in designing an inservice activity around an interesting theme. One example of this approach is described in the following report:

> We're going to have a session dealing with multiethnic, multicultural and women's studies. We'll have about

> 400 social studies teachers in the junior and senior high school levels for a full day, and we'll lead off with an auditorium presentation by the Urban League staff director. We'll move to a folk-fair situation where we will have about 35 publishing houses showing print materials that are supplementary in nature. They'll also show supplementary audiovisual materials. At the same time, we'll have about 35 ethnic groups: Serbian American, Japanese American, Afro-American--all of the ethnic groups we can get in touch with in our city, along with other institutions like the Asian Studies Center and the Ethnic Studies Center, who will have booths. At these booths, there may be slides, artifacts, cookery--the idea is to draw teachers in and get the people who are there to become involved and talk about their ethnic heritage and background. To close the morning, we're going to have a 15-piece tambura orchestra, silver string (Croatian), who will provide a concert. In the afternoon, we'll have sectional meetings, repeated twice, from which teachers can choose. These will include topics presented by such groups as the Jewish Council, the Croatian Ethnic American Group, the Asian Americans, and the Ural Americans.

The response to an inservice program is much more likely to be positive if there is variety in the presentations, if activities are action oriented, and if there are many options for participation (Goddu et al. 1977, p. 28). Adults are no more willing to endure the same activity for a long time than students are. It is important, however, for each activity to contribute to the learning objectives. All teachers, and secondary teachers in particular, resent activities which appear to be lacking in purpose and meaning.

Inservice planners should attempt to identify individual differences in the needs and concerns of participants and to provide a variety of options for meeting the objectives of the program. One option might be structured, sequenced, directed learning; another might be small-group interaction supplemented by resource persons or learning centers; still another option would be individual work or independent study through programmed instruction or with the assistance of a consultant on a one-to-one basis. Having some opportunity for self-determination in terms of both content and learning strategy seems to make inservice programs, whether required or voluntary, more acceptable to teachers.

Sense of "Ownership"

One of the incentives for participation most frequently mentioned was "ownership" of a program—a sense of personal investment in the inservice activity. Many respondents to our survey noted that those teachers who had been involved in the needs assessment for, planning of, and conduct of the program were the most likely to participate enthusiastically.

One respondent said, "We've learned the hard way that if you don't generate support by involving teachers and administrators all the way through the decision-making process, you are almost doomed to failure." Another observed, "You can't implement a program which is imposed on people without their having some kind of ownership of the program." Still another put it this way:

> The first thing that makes or breaks [a program] is whether in fact you are operating on the basis of a real need. Just because you perceive a program as necessary doesn't ensure that participants will "own" the need that is supposedly being met. Help that is not perceived as help is not really help. The participants need to have a decision-making voice in what they are going to be involved in and how it is going to happen. They have to develop a sense of ownership or you aren't going to get very far. The outcome would be superficial at best.

One approach to developing a sense of ownership is to work through professional organizations. One educator we interviewed reported that a regional association of geography teachers had convinced several school districts to provide released time and inservice credit for a geography fair which the geographers' group wished to sponsor. The planning and implementation of the fair was entirely arranged by the professional organization.

This kind of approach, which cuts across district lines, has several advantages. First, it can focus individualized attention on the specific needs of a small number of teachers within each district. Understandably, a district might not wish to expend resources to support inservice programs for only one or two teachers; however, a professional organization which includes many teachers with similar interests can attend to very specialized needs.

Other respondents reported additional ways of cooperating with professional organizations. One district uses curriculum guidelines developed by the National Council for the Social Studies as a source of topics for inservice. Several districts rely on professional publications in identifying timely topics for inservice efforts. Some districts integrate articles from professional publications into their staff development activities. State, regional, and national meetings of professional organizations were frequently mentioned as a source of new ideas for stimulating individual growth.

Leadership Opportunities

Enthusiastic participation in inservice is likely to be enhanced if programs offer leadership opportunities for those teachers who are interested. Teachers who are asked to assist with presentations or who anticipate having some kind of leadership responsibility for a program are likely to be better consumers and to develop a keen interest in staff development.

When asked how a school district might provide appropriate opportunities for leadership in staff development, one educator suggested this approach:

> I would form a cadre of extremely talented teachers who would be the trainers of other teachers on released time. I would provide this group with as much material as I could find relevant to the curriculum, and I would send them to workshops to find out what is happening in the field. Social studies is a field that is floundering around right now; we are not sure where we are headed. So I would want to make sure that the group of leaders has a chance for a broad exposure to the overall thinking in the field.

Outside Requirements or Mandates

Although most persons with responsibility for social studies staff development would prefer that participation be voluntary, they accept as a fact of life the necessity to respond to local school district mandates, state and federal requirements, and state textbook adoptions--all of which may require attendance at inservice sessions. While it is more difficult to conduct well-received inservice activities under these circumstances, outside requirements may provide the only kinds of incentives by which some teachers can be persuaded to engage in professional development efforts.

Consequently, it is wise for social studies staff developers who are faced with the necessity of complying with outside mandates to be prepared to organize excellent programs in order to successfully serve their "captive audience." One strategy that has worked well in some such situations is to provide "options within no options." In other words, all staff members affected *must* participate, but those in charge of staff development work out a plan with representatives of the target group to offer staff members as many choices as possible—choices of time and place, for instance.

Legislation has a growing influence on both curriculum content and staff development. The educators we surveyed reported that their districts had installed mandated programs in such areas as environmental education, free-enterprise consumer education, and capitalism versus communism, in addition to minimum-competency requirements for graduation.

In one school district, every teacher whose performance is being appraised is required to identify both job targets and the staff development activities in which he or she will participate in order to meet them. The social studies consultant may provide assistance in this process by identifying some possible job targets and preparing to offer the accompanying staff development support.

It is crucial that those responsible for planning staff development remember that, although it is possible to mandate attendance at inservice activities, it is *not* possible to mandate attention or response--the participant is ultimately the gatekeeper, totally in command. Therefore, it is important to use the best planning skills available, to make the activity as appropriate as possible, and to actively sell each activity so as to build a reputation for providing worthwhile programs. Such efforts will do much to ensure that subsequent offerings will be perceived as useful and profitable.

Academic and Salary Credits

Ideally, perhaps, all educators would participate in staff development activities out of intrinsic motivation--the simple desire to do their work better with the intent of improving education for students. And indeed, this hope seemed to be realized in the reports we received from both teachers and staff development leaders. One teacher volunteered this refreshing comment: "I already am highest on the salary scale in terms of credits, experience, and years of service, so when I participate [in staff development] it doesn't mean more pay for me. I go for self-improvement." She added, however, "Other people participate for credits as well as self-improvement--or simply for the money. In some cases, they are paid an hourly rate."

Many districts reported that hourly payment was offered as an incentive as well as credit toward salary advancement, the option of receiving college credit or, occasionally, college tuition. The following other incentives were mentioned by respondents: money to buy classroom materials, the opportunity to make and use materials which had been proven effective, and funding for such special student activities as field trips. One staff development leader said, "We purchased the materials for them, and we offered the option of university credit; so there was a 'carrot' for participation."

Deliberately or inadvertently, school districts commonly budget relatively large amounts of money to reward teachers for engaging in staff development over which the districts have little or no control. This reward comes in the form of advances in salary given to teachers who take additional academic courses at institutions of higher education. While some of these courses are directly related to the teacher's assignment, many of them are only peripherally related to improved performance in the classroom. For example, a teacher may receive salary advancement credit for pursuing an administrative credential, with the express intent of leaving the classroom to become an administrator.

As a teacher nears the top of the salary scale, it may be desirable to make additional advances contingent on participation in approved inservice activities, or it may be possible for boards of education to be more prescriptive about what kinds of experiences will be accepted for salary increases. Many school districts currently allow salary credit for in-district staff development participation in addition to sabbatical leaves which permit teachers to work in areas which will enhance their teaching effectiveness.

Given the gradual aging of the teaching population, college credit and general salary advancement credit are likely to become less important as incentives as more and more teachers reach the top of the salary schedule. Therefore, it is important to identify other motivating factors for participation in staff development programs.

Convenience of Participation

The educators we interviewed described a number of ways in which they attempt to make inservice participation as easy as possible for teachers—not because they believe that staff members would not participate unless it were very convenient to do so, but rather out of respect for the heavy load that teachers carry and the desire to lighten it as much as possible. One staff development consultant listed several factors related to convenience of participation:

> Participants must be comfortable with the time when a program is offered and with the accessibility of the location. The timing of a program in relation to the introduction of new concepts into the classrooms is another consideration. The availability of materials, adequate space, and the kind of facility that is available for the inservice program--all are important to success.

Several respondents indicated that released time for staff development, made available through the use of substitutes, is an incentive. However, one staff development director reported that his large urban district, which had been providing released time for inservice through substitutes for seven or eight years, was now curtailing that practice because of the unavailability of qualified substitutes and because teachers were becoming reluctant to leave the classroom for this purpose. Some teachers told us that the provision of a substitute actually increases the work load, since regular teachers must preplan lessons in much greater detail and do considerable makeup on returning to their classrooms. Teachers also remarked on the possibility that students suffer from the disruption in their instructional routine when a substitute teacher is in the classroom.

Appropriate timing is crucial to inservice planning success. If released time is becoming less acceptable, other possibilities need to be considered. One school district holds its staff development activities in the morning on a half-day released-time basis. The student day is delayed, and teachers can participate while they are fresh and receptive. One respondent suggested that after-school programs are more acceptable if the teacher's personal needs are acknowledged: "If you do have programs after school, it helps to have refreshments! I try to make [participants] feel welcome. When teachers have been working all day and then come to staff development, they should get a pat on the back. Teaching school is not easy."

The approach chosen by one respondent's district was to institute a compensatory-time policy that permits teachers to attend inservice programs in the summer, after school, and on Saturdays on a voluntary basis, for which they are given time credit. Teachers may later exchange that time credit for equivalent time off during the five inservice days which are scheduled into the school calendar by state mandate. This process makes it possible for small school districts to organize group activities for the limited number of teachers in social studies in each district.

Career and Job Demands

One of the most interesting ideas mentioned by our respondents was that of focusing staff development on teaching career stages (Ryan 1979). One respondent identified four categories of individuals for whom staff development should be tailored: (1) the *new* teacher, who is either new to teaching or has been transferred from another position or content area--from science to social studies, for example, (2) the *peripherally involved* teacher, who is teaching for the time being but does not necessarily have a lifelong commitment, (3) the *career* teacher, who is completely dedicated to teaching as a life work and who may even take a second job in order to stay in teaching, and (4) the *upwardly mobile* teacher, who plans to leave teaching at the earliest opportunity for a job perceived to be better. Our respondent pointed out that although these categories are not fixed they are generally recognizable. He indicated that he placed the most emphasis on staff development for new teachers and career teachers, since the long-term benefits for those individuals will be greater in proportion to the expenditure of effort.

Each of the categories of teachers described above has different needs for and expectations of staff development. Identification of and attention to these various needs can provide a powerful incentive for participation in staff development activities. For example, beginning teachers often express a need for help with classroom management and content. Introductory-level staff development efforts in these areas, however, might not be appropriate for a career teacher. Research suggests that teachers with less than three years or more than eight years of experience are more interested in content knowledge than in pedagogic strategies, while teachers in the intermediate stages of their careers are more concerned with instructional techniques (Katz 1977, p. 68). Because career teachers derive most of their rewards from classroom success, inservice programs addressing their classroom needs might provide a strong incentive for participation (Lortie 1975, pp. 82-108). Upwardly mobile teachers, on the other hand, might be more concerned with opportunities to demonstrate leadership or to participate in projects with high visibility. Rewards for peripherally involved teachers probably are highly idiosyncratic; however, if these teachers can derive increased satisfaction from their jobs as a result of participation in staff development efforts, they may become more career oriented.

Another job-related incentive for teachers to participate in staff development is the need to change teaching subject areas as a result of declining or increasing enrollment. This possibility offers an argument for cross-disciplinary training, which might enable teachers to acquire more experience in working in an area of minor preparation or obtain exposure to a new subject area of special interest.

Summary

As is the case in all walks of life, educators can be found at every point along the bell-shaped curve; they will need different kinds of incentives, and they will respond to different kinds of "carrots." Repeatedly, however, our respondents cited two related and powerful incentives for participation: (1) the promise of help in solving a continuing and chronic problem in the classroom and (2) the genuine desire to learn new and better ways of teaching.

8. ARRANGING FOR EVALUATION AND FOLLOW-UP

The purpose of all staff development is to bring about positive change. If the desired change does not occur, or if its impact is fleeting at best, the time, resources, and energy devoted to planning and conducting inservice activities will have been wasted.

How can planners determine whether a staff development program has achieved its objectives? And, perhaps more important, how can those responsible for staff development ensure that the programs they offer will have a lasting impact? The task of the staff development planner does not end at the close of an inservice day. Evaluation and follow-up are critical components of a staff development program.

Evaluation

Regular evaluation of all aspects of an educational program is essential in order to maintain high quality (King et al. 1977, p. 687). Most school districts of a reasonable size employ staff members with evaluation training or skills. Universities may provide graduate students for this purpose at a reasonable fee, as may intermediate service units. If none of these resources is available and an outside consultant must be retained, administrators or teachers can be given rudimentary training in evaluation which will enable them to decide what kinds of data should be collected, how the information should be interpreted, and what decisions should be made on the basis of the interpretation. Educators who are responsible for planning social studies programs should have some exposure to techniques for identifying needs and deciding how to meet those needs, so that they are able to work competently with both staff evaluation specialists and outside consultants in identifying objectives for inservice programs.

In spite of the acknowledged importance of evaluation to an educational program, evaluation of staff development is a bit like the weather, if data collected from our interviews provides an accurate indication: everyone talks about it, but little is being done about it in any sophisticated sense. One staff developer described the state of the art as "very primitive—the closet thing we have to evaluation of our staff development efforts at this time is verbal feedback from participants."

Ideally, it would be possible to evaluate staff development activities in terms of student learning. Some of the educators we contacted described efforts to do that, but several referred to the difficulties encountered. Most evaluation seems to be focused on participant learning rather than student learning. One respondent said:

> Generally, we have some sort of evaluation. For many of the programs, we have developed fairly sophisticated cognitive instruments that are tied directly to the outcomes of the programs. These are not matched to student outcomes or to what goes on in the classroom, unfortunately.

The recent trends toward identifying student outcomes, establishing competency-based requirements, and tying accountability to federal programs may lead to a closer relationship between staff development evaluation and student outcomes. One staff development director suggested that a basis for inservice planning and a base line for evaluation might be established by teachers' asking themselves, "What do I want the kids to learn? How will I get them there? How will I know that they have arrived?" and inquiring of students, "What benefits do you think you ought to receive from my participation in an activity like this?"

Staff evaluation which is tied closely to student outcomes can be very threatening to teachers. It is understandable that teachers are reluctant to be evaluated on the basis of students' successes or failures, since they cannot control such variables as student motivation, personal behavior, parental support, administrative support, adequacy of materials, class size, and student ability. However, some respondents reported some specific ways of relating staff development to general student achievement. For example, one district compiles a computerized list of skills in which students are deficient. Teachers use this list to determine instructional needs, and staff development leaders use the information to ensure that teachers are given adequate help in meeting these student needs.

Evaluation of inservice activities, other than in terms of student outcomes, is usually conducted for the purpose of monitoring and improving the staff development process itself. A systematic assessment procedure helps those in charge determine what kinds of activities are most successful and best received, which consultants are most helpful, and what weaknesses need to be corrected. Nearly everyone whom we interviewed indicated that it is current practice to evaluate most staff development activities in *some* fashion--usually through a questionnaire which simply asks teachers whether the program was helpful. The following remarks describe a typical questionnaire of this type:

> For any inservice course that we offer, we have a standard evaluation form for participants. It asks: Was the course relevant? Were teachers' needs met? Were the objectives of the inservice course met? Did this course provide you with motivation to explore the topic further? Was the session well planned and executed? Were the requirements clear and fair? Was the atmosphere enthusiastic and interesting? Was the instructor knowledgeable? These are graded on a scale of 1 to 4.

We learned of several evaluation efforts which went beyond soliciting the teacher's immediate opinion of the activity. The comments that follow provide a good description of the rationale for delayed evaluation:

> Generally, if you evaluate an activity on the last day, the majority of the class has a warm feeling about the activity, and they probably are little saddened by the fact that it is over. So there is some halo effect going on. We think that when you take evaluation "hot off the press," immediately after the class, you don't get as true a picture as you do when you wait for a semester or a longer period of time. If you are looking for long-range change, then you're not going to be able to measure that right after the class. What will happen next fall? Will the change be internalized? If you send out an evaluation form a semester later and the participant responds that he or she doesn't remember taking the class, then we have some definite questions about what happened in that class.

Some other forms of inservice evaluation reported by our survey respondents were assessment of the level of program implementation which was dependent on staff development, analysis of test scores toward which staff development activities were targeted, interviews with teachers following an implementation period to determine effectiveness of the inservice training, and observation in the classroom to determine degree of use of learning.

Problems Related to Evaluation

As indicated previously, it is not easy to evaluate staff development activities effectively, particularly in terms of student outcomes. It is even possible for the evaluation process to get in the way of providing a continuously positive climate for staff development. Some districts which consistently try to gather evaluation data on inservice activities report that there is growing resistance on the part of participants to the evaluation process itself. In one case, in which inservice participants were later asked "How could this session have been improved?," a frustrated teacher (who nevertheless graded the session as having been "very worthwhile") answered, "By not having to fill out these questionnaires!" An administrator agreed: "Many times we get a more negative response from conducting the pre/post cognitive assessment than we think we can live with, and we would rather get [teachers to inservice programs] and hope that something is happening rather than turn them off completely."

Staff development planners also have the problem of interpreting the results of opinion questionnaires, because there is invariably a broad range of reactions to any given staff development activity. Many educators we interviewed pointed out that for every participant who evaluates an activity as "one of the best I have attended," another will almost certainly dismiss it as "a complete waste of time."

Future Directions for Inservice Evaluation

It seems likely that evaluation will continue to be of vital importance to those with responsibility for staff development. Staff development programs will become more and more difficult to fund and maintain unless they clearly lead to improvement of the instructional program; thus, evaluation efforts must become more sophisticated and varied. It is likely that the increasing availability of computer technology will provide planners with access to better information, through analysis of student test scores, for identifying competencies needed by both students and teachers. This kind of information should enable planners to identify specific goals and objectives for future efforts without relying quite so much on individual staff members' opinions.

There is also growing pressure for more clarity in curriculum objectives. Public Law 94-142, which requires individual educational plans for handicapped children, is already having an effect on the regular educational program, and it is likely to continue to have more and more influence. As the curriculum and educational expectations for all students become more clear, the identification of what teachers need to know or be able to do will also be clarified; consequently, planning for staff development will need to become more specific, with increasingly measurable results.

Follow-Up

Most of the educators we interviewed believe that district-level administrators seldom devote sufficient thought and attention to the full implementation of a new curriculum. As the general practice is described, a new program is presented to a large group of teachers in a single inservice session for which an inadequate amount of time has been provided; little or no follow-up help is available for teachers who will be working with the new program in the classroom. If follow-up help is provided, it is not likely to be extended beyond the first year of implementation. This practice may account for the fact that most curriculum change is not as well implemented as it might be.

One way to remedy this problem is to develop, from the outset, comprehensive, long-range plans for the establishment, support, and maintenance of the inservice efforts which will be necessary to successfully implement a new program. If a new social studies program under consideration cannot be implemented properly, given available resources of time and money, it may be better to choose one that is not so desirable but whose implementation is within the reach of those who must try to make it work.

Another way of providing on-site follow-up is to restructure the work of building administrators in such a way as to make them, in reality, instructional leaders. Much of what many administrators do could be handled by someone else, or is less important than the business of improving instruction. Social studies consultants can provide direction, encouragement, and assistance to principals in helping them support teachers as they implement new curricula or try new strategies.

Department chairpersons and team leaders can also provide on-site assistance to teachers and follow-up to inservice training. The district social studies specialist can conduct training sessions for staff members in such roles, focused on ways in which they can support and assist teachers in installing a new curriculum program.

Social studies coordinators themselves can be powerful sources of on-site support and help. Nothing increases the credibility of a new program more than effective demonstrations with "real live students" of new techniques which teachers are supposed to master and use. At the very least, the district social studies specialist can visit the schools where a new program is being installed and talk to the teachers--find out what is going well and what problems are occurring, and arrange to deliver assistance as needed.

One of the most frequent criticisms we heard of central office personnel is that they have lost touch with the "real world." One school district attempts to avoid this problem by requiring each consultant to teach at least one regular daily class every semester. A social studies specialist who was concerned about his own lack of experience in elementary school teaching reported that he had arranged to teach social studies units at several schools, choosing a different grade level each time. Another school district requires that all social studies consultants spend half their time actually in schools rather than in the central office.

Internal and External Communication

Continuous, accurate communication is very important to the development and maintenance of an effective climate for staff development. One school district periodically announces the results of inservice activity evaluations in the staff newsletter, which goes to all teachers. It is hard to argue that staff members are disenchanted with inservice activities when these results regularly reveal very high percentages of approval.

Although it is more difficult to communicate with the public at large in regard to staff development purposes and outcomes, it is important to try to do so, particularly in the light of declining financial resources. One school principal told us that she communicates with the public through the school newspaper, seeking input for the formation of instructional goals and providing regular reports on staff activities. Another invites a parent to meet regularly with the instructional improvement committee, which is made up of team leaders, in order to help establish direction; this parent communicates with the rest of the parent group at its regular meetings. Social studies consultants could provide individual buildings with prepared notices which might be inserted in newsletters to help parents become aware of what is happening. Parents and community representatives might be asked to serve on an advisory committee that also includes teachers and administrators.

Useful communication can also take place through a council of subject-area consultants which meets regularly to explore and plan interdisciplinary team efforts and to lobby as a group for recognition and support of curriculum selection, implementation, and improvement. Many school districts have a regular schedule for reports to the Board of Education to be submitted by individual subject-area specialists; these reports can serve as effective media for communicating the goals and needs of programs to those who ultimately make the decisions and control the purse strings. The same kind of regular report to principals can help them become more knowledgeable about all curriculum areas and to support the efforts of consultants.

Support From Peers and Supervisors

The importance of follow-up support to the success of a staff development program was summed up by one survey respondent: "In most learning experiences for adults, if you don't develop a maintenance system for the new behavior you are teaching, the chances for retention and application are slim." Although the inservice leaders we interviewed strongly agreed with this statement, one criticism often leveled at staff development efforts is that they fail to provide enough follow-up and support to permit participants to incorporate the new learning experiences into their regular teaching (Brimm and Tollett 1974, p. 522). It was noted, however, that not all inservice activities have an equal need for follow-up:

> Some activities need it more than others; for example, [those dealing with] skills--classroom process with students. I separate [inservice programs] into information-giving and process-skill classes. The process-skill classes need the follow-up. It is absolutely necessary.

Obviously, the ideal form of support would be to have someone available to assist in the classroom with problems teachers encounter as they attempt to implement the staff development learning. However, given declining school populations and increasing economic pressures, it seems unrealistic to expect that this kind of support will ever be available on a broad scale. As one respondent observed, providing such a high level of support would be extremely time consuming: "In our area we have one supervisor for 300 people. That isn't enough manpower." To compensate for his inability to help each teacher personally, this particular supervisor worked through department heads at the various high schools. The importance of the role of the department chairperson is growing, with more and more emphasis placed on program improvement and related staff development.

The following excerpts from the interviews are illustrative of ways in which support can be provided:

> The support system takes different shapes. Sometimes it is done by small-group interaction and sometimes it is done through or by the department chairman within a school. It can be done by principals or by the instructor of the [inservice] class itself. Participants can be pulled back together to develop an internal support system. This has happened in our human relations program. Participants get back together to support each other. They stroke each other, and that motivates them to go on to the next level.
>
> A workable support structure can consist of at least two, but preferably four or five, teachers from each

> school who participate in a given inservice activity. Often, teachers will go back to their individual schools and no one back home knows what they are talking about; they become like voices in the wilderness. Whereas if more than one teacher from a school is involved in an inservice program, they can get together later and talk about it. There is a definite advantage in terms of continuing support from including more than one teacher at each site.

Investigators of change processes have long known that one way of facilitating change is to establish a "critical mass" of innovators (Mann et al. 1975, p. 39). Since many staff development efforts are designed ultimately to produce classroom changes, this concept has pertinence for inservice planners. Other research supports reliance on this approach by indicating that teachers perceive other teachers as being the most valuable and reliable sources of information (Katz 1977, p. 60; Lortie 1975, pp. 71-79; Reilly and Dembo 1975, p. 126; Zigarmi et al. 1977, p. 547).

The teachers and consultants we interviewed consistently stressed this point. One teacher summed up this perspective by saying, "Even though there is great respect for our social studies supervisory staff, the feeling is that they haven't been in the classroom in a long time. The people who know what is going on [in the classroom] are those who are doing it." Another teacher indicated the importance of peer support: "The curriculum was definitely conveyed to me by my mates. There was a lot of informal discussion of the philosophy and objectives of the unit."

Follow-up support that relies on a cadre of teachers in the same building, then, is beneficial for maintaining and continuing inservice efforts because it provides teachers with support from the source which they respect and trust most: other teachers. However, administrators also have a critical role to perform within a staff development support network. The following comments from survey respondents suggest a variety of ways in which administrators and supervisory personnel can provide support:

> In every instance, there is always a link between the school principal and individual participants in

> terms of getting principals to provide support for participants' implementation plans. It is required that teachers and the principal sit down together early in the school year, that teachers clarify their implementation plans, and that the principal must indicate the ways in which he or she is willing to support teachers in their efforts to carry out those plans.
>
> Our regular staff is available to help [teachers] in various ways as the year progresses, and we encourage this. For example, we guide teachers to media and instructional materials that will help them implement the ideas that they learned in inservice workshops. We provide assistance with scheduling various kinds of involvement and activities with the community--field trips, lectures, guest speakers. We are willing to help teachers generate ideas for instructional programs in their classrooms if they let us know of their needs. Indeed, we encourage teachers to call upon us with any felt need related to the goals of an inservice workshop, and we try to help if we possibly can. We get quite a few calls.
>
> Our people who go out and offer assistance [to teachers] are not in an evaluative position. Absolutely not--that's not their role. If they detect a serious weakness which they suspect the principal might not know about, they may say to the principal: "I visited this course, this classroom. These program objectives were being implemented pretty well; these were not, I found. Any perceptions I have I will be glad to share with you." The principal does the evaluating.

The continuous introduction and support of change is an important function of an inservice program. If that fact is not accepted, staff development is likely to consist of no more than a series of relatively unrelated short-term efforts that have little visible effect in the improvement of instruction. In the absence of a continuing commitment, as one educator told us, "you've gone in, you've done a shot, you go away--and a year later you won't even know the program's been there. We need to provide assistance, a budget, and sufficient time [for staff development programs] to get to the point where they are, by themselves, self-renewing."

Some long-range forms of follow-up which respondents reported to have been successful in their districts are described below:

—Review/refresh sessions, in which individuals select those areas of interest or concern to them from among the various competencies or objectives of the program.

—Open lab sessions, in which newly implemented materials are made available in conjunction with resource help from a publishing house or other agency, so that teachers can request and receive help in understanding and using the materials.

—A crisis intervention "hot line," which staff members can call to request assistance with a problem in implementing new materials or strategies.

—One-to-one consultation, in which teachers may ask a resource person to demonstrate in their classrooms, arrange for visits to other teachers' classrooms to view programs in action, ask for observation and feedback on implementation, or obtain assistance in viewing and analyzing videotapes of their performance.

—A regularly scheduled rotation system, in which all units and components of the program are repeated periodically in order to permit all teachers to brush up on areas in which they feel they have special needs and introduce new staff members to the program.

REFERENCES

Barr, R.D., J.L. Barth, and S.S. Shermis. 1977. *Defining the Social Studies*. Bulletin 51. Arlington, Va.: National Council for the Social Studies. ED 146 083.

Brimm, J.L., and D.J. Tollett. 1974. "How Do Teachers Feel About In-Service Education?" *Educational Leadership*, March 1974, pp. 521-25.

Brubaker, D. 1973. "Secondary Social Studies for the '70s," in *Planning for Instruction*. New York: Thomas Y. Crowell.

Firth, G. 1977. "Ten Issues on Staff Development." *Educational Leadership*, December 1977, pp. 215-221. EJ 171 496.

Fox, R., et al. 1967. *In-Service Teacher Education to Support Utilization of New Social Studies Curricula*. Boulder, Colo.: Social Science Education Consortium. ED 039 160.

Howey, K. 1978. "Inservice Teacher Education: A Study of the Perceptions of Teachers, Professors, Parents, About Current and Projected Practices." Paper presented to the 1978 Annual Meeting of the American Educational Research Association, Toronto. ED 152 701.

Hutzler, B. 1978. "Proposal for Establishing a Social Studies Teacher's Center." Unpublished.

Katz, S. 1977. "A Study of Social Studies Teachers' Perceptions of the Utility of In-Service Training in Meeting Classroom Needs." Unpublished doctoral dissertation, Temple University.

King, J., P. Hayes, and I. Newman. 1977. "Some Requirements for Successful Inservice Education." *Phi Delta Kappan*, May 1977, pp. 686-87. EJ 160 454.

Lortie, D. 1975. *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press.

Mann, D. No date. "The Politics of Staff Development." Unpublished. ED 109 116.

____, P. Greenwood, L. Prusoff, M. McLaughlin, L. McCluskey, J. Wirt, G. Zellerman, and M. Baer. 1975. *Federal Programs Supporting Educational Change*, vol. 3, Appendix A. Santa Monica: Rand Corporation.

McLaughlin, M., and P. Berman. 1977. "Retooling Staff Development in a Period of Retrenchment." *Educational Leadership,* December 1977, pp. 191-94. EJ 171 491.

Reilly, V., and M. Dembo. 1975. "Teachers' Views of Inservice Education: A Question of Confidence." *Phi Delta Kappan*, October 1975, p. 126.

Rhodes, G., and V. Smith. 1975. *In-Service Needs Assessment: Social Studies Teachers in Indiana*. Muncie, Ind.: Ball State University and Indiana Council for the Social Studies. ED 125 967.

Stake, R., and J. Easley, Jr. 1978. *Case Studies in Science Education*, vols. 1 and 2. Washington, D.C.: Center for Instructional Research and Curriculum Evaluation and Committee on Culture and Cognition. ED 166 058 and 059.

Switzer, T. 1977. "Dissemination and Implementation of Social Studies Project Materials," in C. Hahn et al., *Three Studies on Perception and Utilization of "New Social Studies" Materials*. Boulder, Colo.; Social Science Education Consortium. SO 009 772.

Weiss, I. 1978. *Report of the 1977 National Survey of Science, Mathematics, and Social Studies Education*. Washington, D.C.: Research Triangle Institute and National Science Foundation. ED 152 746.

Wilay, K. 1977. *The Status of Precollege Science, Mathematics, and Social Science Education, 1955-1975*, vol. 3. Boulder, Colo.: Social Science Education Consortium and National Science Foundation. ED 153 879.

Zigarmi, P., L. Betz, and D. Jensen. 1977. "Teachers' Preference in and Perceptions of In-Service Education." *Educational Leadership*, April 11, 1977, pp. 545-551. EJ 158 740.

RELATED RESOURCES IN THE ERIC SYSTEM

The resources described in this section have been entered into the ERIC (Educational Resources Information Center) system. Each is identified by a six-digit number and two letters: "EJ" for journal articles, "ED" for other documents.

If you want to read a document with an ED number, check to see whether your local library or instructional media center subscribes to the ERIC microfiche collection. (For a list of libraries in your area that subscribe to the ERIC system, write to ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.)

If an ERIC collection is not accessible, or if you want a personal copy of the document in either microfiche (MF) or paper copy (PC), write to ERIC Document Reproduction Services (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia. All orders must be accompanied by payment in full, including prepaid postage. Prices (correct as of December 1, 1979) are cited for each ED document. (Note that for some documents paper copies are either not available or must be ordered from the publisher or distributor instead of from EDRS.)

If your local library does not have a journal article that you want, you may write for one or more reprints to University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. The following information is needed: title of periodical or journal, title of article, author's name, date of issue, volume number, issue number, and page numbers. All orders must be accompanied by payment in full, plus postage.

Basile, Joseph C. II, et al. *Indicators of Effective Inservice: Instructional Packages*. Charleston, W. Va.: West Virginia State Department of Education, 1978. ED 161 872. EDRS price: MF $0.83 PC $1.82; plus postage.

Stressing that instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, and well organized, this document provides a guide to the development of inservice instructional packages. It includes extensive criteria for evaluating inservice instructional packages under the following headings: (1) organization, layout, and format, (2) rationale, (3) objectives, (4) preassessment (evaluation prior to use in instruction), (5) instruction (evaluation as a tool for facilitating effective instruction), (6) self-evaluation (helps participant assess needs), and (7) overall evaluation.

Beegle, Charles W., and Roy A. Edelfelt, eds. *Staff Development: Staff Liberation*. Washington, D.C.: Association for Supervision and Curriculum Development, 1977. ED 141 872. EDRS price: MF $0.83; plus postage. Paper copy not available from EDRS; order from ASCD, 225 N. Washington St., Alexandria, VA 22314 ($6.50).

This publication contains 16 chapters on various aspects of staff development. Among the topics considered are change strategies, staff improvement, and teacher training.

Bents, Richard H., and Kenneth R. Howey. "Alternative Strategies for the Delivery of Inservice." Paper presented at the national conference of the National Council of States on Inservice Education, San Francisco, November 16-18, 1978. ED 164 453. EDRS price: MF $0.83, PC $1.82; plus postage.

The means by which different delivery strategies can be matched with or made to accommodate to different inservice goals are discussed in this paper, and a framework for assessing when one delivery strategy is more appropriate than another is provided. The framework for planning inservice delivery outlines distinct but complementary strategies that focus upon three basic and related goals. The first of these goals is to enhance adult cognitive, intrapersonal, and interpersonal development as it impinges upon teaching effectiveness. The second is to alter environmental (school) conditions that impinge upon teaching effectiveness. The final goal is to improve teaching effectiveness directly, especially by altering teacher instructional behavior in situ.

Bishop, Leslee J. *Procedures and Patterns for Staff Development Programs*, field test edition. Athens, Ga.: Center for Curriculum Improvement and Staff Development, University of Georgia, 1975. ED 163 650. EDRS price: MF $0.83; plus postage. Paper copy not available.

This resource guide suggests ideas for implementing needs assessment, evaluation, monitoring, and planning for staff development programs. It grew out of experiences of 148 Georgia school systems that in 1974 initiated staff development programs. The author maintains that leaders of staff development programs ought to be able to conduct a learner needs assessment, select an educational improvement program, identify needed staff competencies, organize and implement the program, provide administrative support, and evaluate the program. The booklet presents a proposal for making the basic plan for the staff development project also serve as the structure for evaluation. Because there is often a gap between identified learner needs and the consequent instructional program, a process of developing increasingly specific objectives and system components is recommended and explained. A detailed outline and chart include step-by-step procedures for instituting a staff development program.

Devore, Paul W. *Variables Affecting Change in Inservice Teacher Education: Final Report*. Morgantown, W. Va.: University of West Virginia, 1971. ED 070 764. EDRS price: MF $0.83, PC $6.32; plus postage.

This review of the literature on inservice teacher education focuses on two points: (1) the teacher as an individual in the process of change and (2) the variables necessary to promote change. The introduction describes the purpose and types of inservice programs as well as current practices and assumptions surrounding the programs. Some of the variables discussed are evaluation of student achievement and teacher improvement; the design and format of the programs; teacher attitudes, beliefs, and involvements; selection of schools. The review stresses that variables related

to altering inservice teacher education programs are the same or similar to those of any other social organization engaging in change. Therefore, the change process is discussed, identifying such factors as communication, resistance to change, environmental factors, change agents, inhibitors, and facilitators. The last section deals with the question of evaluation and presents personal reflections on inservice teacher education. References and bibliography are included.

Edelfelt, Roy A., and Margo Johnson, eds. *Rethinking Inservice Education.* Washington, D.C.: National Education Association, 1975. ED 106 300. EDRS price: MF $0.83; plus postage. PC not available from EDRS; order from NEA Publications, The Academic Building, Saw Mill Road, West Haven, CT 06516.

This booklet attempts to foster a better understanding of selected problems and issues in inservice education. Nine chapters have been written by as many authors, presenting ideas and recommendations for revitalizing inservice education.

Elfenbein, Iris M. *Participant, Instructor, Planner; Perspectives on the Teacher's Role in Inservice Education.* Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1978. ED 161 875. EDRS price: MF $0.83, PC $3.32; plus postage.

In an attempt to determine the attitudes of teachers toward inservice education and the roles teachers play in it, this paper records the personal perspectives of a small group of teachers, reflects these views against the literature, and indicates some possible directions. Conceptual and operational definitions of inservice education are provided, and teacher opinions on the following topics are presented and reviewed: (1) conceptual program models, (2) incentives and participation, (3) planning and implementation, (4) staffing, (5) evaluation, (6) research, and (7) funding. A bibliography is included.

Firth, Gerald R. "Ten Issues on Staff Development." *Educational Leadership* 35, no. 3 (December 1977), pp. 215-221. EJ 171 496.

This article identifies and discusses ten issues related to the development and implementation of a staff development effort. The author not only directs attention to ways of planning and conducting staff development efforts more effectively, he goes on to ask educators to examine the purpose of staff development. The following issues are addressed: concept (the idea of staff development as a continuous, integral part of the educational process), basic puspose (the degree of overlap between individual and organizational goals for staff development), common priorities (the degree to which individual and institutional priorities can be congruent), strategies (the degree to which appropriate strategies can be selected), inducements (the degree to which appropriate incentives for participation can be offered), participation (the degree to which participation can be obtained), progress (the degree to which continuous progress can be achieved), incorporation (the extent to which teachers can use skills and knowledge acquired in staff development activities), alternatives (alternatives to staff development programs), and assessment (the degree to which accurate assessment of staff development activities is possible).

Goddu, Roland, et al. "Inservice: The Professional Development of Educators." *Journal of Teacher Education* 28, no. 2 (April 1977), pp. 24-30. EJ 163 181.

This article offers a model for designing an inservice program/activity. For each phase in the process, the authors offer suggestions and caution against possible difficulties.

Hite, Herbert, and Kenneth R. Howey. *Planning Inservice Teacher Education: Promising Alternatives*. Washington, D.C.: American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education, 1977. ED 137 229. EDRS price: MF $0.83, PC $6.32; plus postage. Also available from AACTE, One Dupont Circle NW, Suite 610, Washington, DC 20036 ($4.00).

This monograph, consisting of two papers, is designed to help analyze and study the broad picture of inservice education. In the first paper, a rationale for the present state of the art is given along with a projection for the future. Differing, but equally effective, approaches to the inservice education of teachers are analyzed. Factors that determine program purposes and characteristics are discussed. Scenarios of three illustrative inservice education programs are presented in detail. In the second paper, a number of basic conditions that need to be considered in planning inservice alternatives are considered, and suggestions on how some of these issues may be resolved are offered. The point is made that the "whys" and "hows" of inservice education will be understood more clearly if they are examined in relationship to foreseeable changes in the total approach to teacher education and school conditions in general.

Howey, Kenneth R. "Inservice Teacher Education: A Study of the Perceptions of Teachers, Professors, and Parents About Current and Projected Practice." Paper presented at the annual meeting of the American Educational Research Association, Toronto, March 27-31, 1978. ED 152 701. EDRS price: MF $0.83, PC $1.82; plus postage.

This paper reports the results of a survey on inservice teacher education. Three primary groups were surveyed: teachers, professors, and parents of schoolchildren. There was unanimous agreement between the three groups that there is not enough inservice currently provided to teachers. However, there was wide variation of opinion on what the best type of inservice program might be, who can best implement it, and how it should be financed. This study was conducted in three states--Michigan, Georgia, and California--and included both urban and rural communities.

Joyce, Bruce R., et al. *Issues to Face.* Inservice Teacher Education (ISTE) Report 1. Washington, D.C.: National Center for Education Statistics, U.S. Department of Health, Education, and Welfare, 1976. Reprinted by the National Dissemination Center, Syracuse University. ED 129 733. EDRS price: MF $0.83, PC $3.32; plus postage.

The Inservice Teacher Education Concepts Study gathered information from educational professionals and policymakers. The resulting information and concepts are presented in this overview of the nature of ISTE and its problems. The general structural problem of ISTE involves the interaction of several dimensions: (1) the governance system, composed of the decision-making structures which legitimize activities and govern them; (2) the substantive system, composed of the content and process of ISTE, which deals with what is learned and how it is learned; (3) the delivery system, including incentives, interfaces among trainees, trainers, and staff, which deals with motivation, access, and relevance to the role of the individual professional; and (4) the modal system, consisting of the various forms of ISTE, ranging from sabbaticals abroad to intensive on-site institutes. These dimensions and their interaction are discussed.

____. *Perceptions of Professionals and Policy Makers*. ISTE Report 2. Stanford, Calif.: Center for Research and Development in Teaching, Stanford University, 1977. ED 142 546. EDRS price: MF $0.83, PC $9.32; plus postage.

This report presents the results of a survey of the perceptions of over 1,000 people in the educational field. It deals with such topics as incentives, satisfaction with inservice, governance, perceptions of past experiences, and suggestions for future programs.

Krathwohl, David R. "Inservice Education: Theory, Practice, and Policy." Paper presented at the annual meeting of the American Educational Research Association, Toronto, March 27-31, 1978. ED 152 718. EDRS Price: MF $0.83, PC $1.82; plus postage.

The author looks at the role of the arts and sciences in inservice education, touches on delivery systems, considers the problem of how to motivate teachers to engage in inservice education, and investigates three approaches to guiding inservice programs. Two roles for arts and science are described: first, that of enriching teachers' lives so that they may enrich others, and second, that of providing a broad background against which teachers may view their own specialties. It is argued that nontraditional means of delivering inservice education must be utilized, since many teachers would be hesitant to enroll in campus-based programs in which their progress would be rated against that of subject specialists. Motivation techniques for involving teachers in inservice courses include combining inservice with preservice education, assessment-diagnosis centers (with physical examinations, mental/emotional tests, and interviews), and integrative frameworks in which the teacher helps to determine personal development levels and needs. Three programs of inservice education are examined: (1) a counselor entry approach, describing methods for easing counselors into fully responsible counseling positions; (2) a modified counselor entry program applicable to teachers; and (3) a three-stage model of teacher growth proceeding from presentation-centered to interaction-centered to pupil-centered activities.

McLaughlin, Milbrey, and Paul Berman. "Retooling Staff Development in a Period of Retrenchment." *Educational Leadership* 35, no. 3 (December 1977), pp. 191-94. EJ 171 491.

This article, based on the authors' experiences while doing research for the Rand Corporation, identifies a number of factors which seem to be associated with successful change-agent programs. One of these factors, a developmental approach, has six characteristics: (1) principals and teachers have both financial support and considerable autonomy; (2) continuous training of principals is seen as necessary and appropriate; (3) teacher centers may be established to attend to teacher-identified needs; (4) standardized district programs in which everyone must participate are rejected in favor of individualized approaches; (5) local resource persons are used whenever possible; and (6) released time rather than monetary incentives are used to promote participation.

Nicholson, A.M., et al. *The Literature on Inservice Teacher Education: An Analytic Review*. ISTE Report 3. Washington, D.C.: National Center for Education Statistics, 1976. Reprinted by the National Dissemination Center, Syracuse University. ED 129 734. EDRS price: MF $0.83, PC $7.82; plus postage.

This report presents an analysis of literature dealing with general substance, process, and organization of teacher education. The topics dealt with are "Varieties of Inservice Teacher Education," "Collaborative Arrangements," "Value Orientation Toward Teacher Education," "Definitions of Inservice Education," and "Other Issues in Inservice Teacher Education."

O'Banion, Terry. *Organizing Staff Development Programs That Work.* Washington, D.C.: American Association of Community and Junior Colleges, 1978. ED 164 023. EDRS price: MF $0.83; plus postage. Paper copy not available from EDRS; order from AACJC, One Dupont Circle NW, Washington, D.C. 20036 ($5.00).

Guidelines for organizing a staff development program in a community college are outlined in this booklet. Initially, the author argues, some kind of assessment must be made to determine program needs. Four areas to assess (1) administrative views and support, (2) present level of staff development activites, (3) institutional and personal/professional needs, and (4) internal and external resources available to the institution. A statement of philosophy for the staff development program should be developed and approved by those for whom the program is designed. The organization of the program must be appropriate to the limitations and resources of the institution. A wide variety of activities must be designed to meet the various needs of all the constituencies represented in the institution. Appropriate incentives and rewards must be made available to the participants. An adequate level of funding is needed for the successful implementation of the program. Finally, there must be an evaluation of the overall program, including indications of improvement in the development of individual staff members.

Parks, Darrell L. "Establishing Priorities for Local Inservice Staff Development." Paper presented at the summer convention of the American Association of School Administrators, Minneapolis, July 8, 1978. ED 159 375. EDRS price: MF $0.83, PC $1.82; plus postage.

The author of this paper believes that inservice education is primarily planned and justified on the basis of its contribution to and impact upon the classroom. Although the students must remain central, staff development programs can and must concurrently address and relate to other institutional and/or organizational goals and objectives. Inservice staff development should not be viewed as a perfunctory activity but as an integral component of a higher, more complex system, and should be viewed as a facilitator of change toward achieving program and organizational development goals as well as impacting on student behavior and enhancing professional growth. Five factors influence successful development of programs: cooperative inservice education planning, relationship to the school program, resources, commitment to professional development, and rewards. The establishment of priorities for local inservice staff development could be based on a composite of five different variables. These include institutional goals, anticipated program development and/or redirection, staff performance appraisals, an assessment of student development, and perceived teacher needs.

Rubin, Louis J., ed. *Improving In-Service Education: Proposals and Procedures for Change*. Boston: Allyn and Bacon, 1971. ED 052 154. Not available from EDRS; order from Allyn and Bacon, 470 Atlantic Ave., Boston, MA 02210.

This book offers an overview of the problems of professional growth and attempts (1) to provide an understanding of the organizational conditions which are prerequisites for professional development and (2) to provide curriculum workers with a deeper insight into the connections between a course of study and the teacher who translates it into reality.

Zigarmi, Patricia, et al. "Teachers' Preferences in and Perceptions of In-Service Education." *Educational Leadership* 34, no. 7 (April 1977), pp. 547-551. EJ 158 740.

This article, a report of the results of a survey of teachers in every school district in South Dakota, identifies 21 different types of inservice programs and reports teachers' ratings of their usefulness and interest level. The authors then analyze the common factors of highly rated programs. Among these qualities were (1) focus on new educational trends, (2) relevance to teachers' interests, (3) structure that allowed choice, (4) long-term duration rather than one-day efforts, (5) opportunities for teachers to interact and learn from each other, and (6) opportunity for teachers to exert some control over the staff development effort.

Appendix A

SAMPLE OUTLINE OF A LONG-RANGE STAFF DEVELOPMENT PLAN

The outline represented here summarizes a long-range plan for providing inservice activities focused on helping elementary-level teachers install and use new curriculum materials.

Phase 1: Introduction and Preparation

Workshops will be held to increase teachers' and principals' awareness of the objectives of the new materials at each grade level. In addition, these workshops will examine the objectives of other materials at each grade level. Awareness workshops will be held in April, May, and June and before school opens the following fall. The following staff members will participate:

—Teachers who will use the new materials.

—Teachers who have been using the new materials, but who did not participate in the field-test inservice training program associated with those materials.

—Teachers who will use other materials.

--Principals.

Phase 2: Assessment of Needs

This phase will be devoted to identifying the skills and assistance needed to use the new materials effectively in order to plan an inservice program based on individual needs. At the beginning of the fall term, teachers will have the opportunity to use a needs-assessment instrument as a tool for selecting which competencies they would like to see emphasized in staff development activities, so that programs can be designed that allow for variations in learning styles, teaching styles, grade levels, and existing resources. (A sample needs assessment form is reproduced on page 82.)

Phase 3: Follow-Up and Maintenance

Follow-up and maintenance efforts will consist of four kinds of activities:

--Continue Phase 1 and Phase 2 activities for several years.

Needs Assessment Instrument

Competencies	Options to Fulfill Competencies			
	1	2	3	4
Understand the knowledge objectives and content assigned to your grade level.	X	X	X	
Understand the skill objectives assigned to your grade level	X	X	X	
Understand the values objectives assigned to your grade level.	X	X	X	
Help students develop decision-making skills	X	X		
Help students develop study skills	X	X	X	
Help students develop thinking skills.	X		X	X
Ask appropriate questions.	X	X	X	X
Teach concepts and generalizations.	X	X	X	X
Help students work in groups.	X	X		X
Use games and simulations effectively.	X	X		
Develop appropriate individualized learning programs.	X	X	X	
Evaluate social studies objectives.	X	X		X

Key

1. Self-study (reading list, learning center, etc.)
2. Two- to four-hour workshop
3. Staff development course needed
4. Self-assessment instrument available

—Develop an "implementation scale" instrument to measure how well a school has implemented the new objectives and materials. The scale will also assess district support for the program.

—Assess student achievement.

—Form committees delegated to evaluate and improve the program and materials at each grade level.

Appendix B

STAFF DEVELOPMENT PROGRAM ASSESSMENT FORM

This checklist is intended to offer educators an overview of their current staff development activities. It is not intended to be used in a quantitative sense, with a numerical score being assigned to describe each activity. Rather, it is designed to sensitize staff development planners to some of the issues discussed in this handbook and to help them to assess their existing programs in relation to these issues. Because it helps planners identify characteristics of existing programs, this assessment form can also be used to determine goals for improvement of staff development activities.

To use the form, simply place a check in the appropriate column after each statement. (Some items have been listed twice because they are appropriate in more than one category.) A key to the column headings is provided below:

Key: N = never, S = seldom, ST = sometimes, O = often, A = always.

1. Climate

	N	S	ST	O	A
The district central office and/or board of education has issued a policy statement supporting staff development					
Specific persons have been assigned responsibility for planning and conducting staff development					
Part of the district budget is specifically set aside for staff development every year					
Staff development is perceived by the community as a legitimate use of school funds					
District-level administrators support and participate in the planning of staff development programs					

Note: The term *client* is used in this instrument to signify anyone who is an actual or potential participant in staff development programs.

	N	S	ST	O	A
School-level administrators and supervisors support and participate in the planning of staff development programs					
Subject-area specialists and consultants support and participate in the planning of staff development programs					
Classroom teachers support and participate in the planning of staff development programs					
Staff development activities are viewed as vehicles for building on existing skills, not as remediation					
Staff development is viewed as a continuing process that is an integral part of the educational program of the district					
2. Needs Data are systematically collected about the needs of:					
individual teachers					
department or subject areas					
buildings					
the entire district					
Data about clients' needs are collected by means of:					
self-evaluation					
evaluation by administrators/supervisors					
recommendations from subject/area consultants or specialists					
formal observation					
informal observation					
personal interviews					
surveys/questionnaires					
Assessment of student outcomes is used to identify staff development needs					
Data about student outcomes are collected by means of:					
criterion-referenced tests					
standardized, nationally normed tests					
informal observation					

	N	S	ST	O	A
Data from a variety of sources are used to establish long-term goals					
Data from a variety of sources are used to establish short-term goals					
Clearly communicated procedures exist for clients or groups to express their staff development needs					
Staff development activities are focused on:					
installing and using new curricula					
improving instructional strategies					
enhancing students' and clients' self-concepts					
Staff development programs are planned within the context of changing community needs					
Effective attempts are made to identify the individual needs and preferences of clients					
Participants have options in the selection of:					
content and focus of activities					
type of activity or strategy					
scheduling and location					
Clients have opportunities for input throughout all phases of inservice planning and programs					

3. Leadership

Specific persons have been assigned responsibility for planning and conducting staff development					
Responsibilities and tasks related to staff development are clearly defined					
Outside resource persons and consultants help plan and conduct inservice programs					
Outside consultants provide training to district personnel who will be responsible for planning and presenting inservice programs					
If outside consultants are involved in staff development, they work closely with clients and district staff					

	N	S	ST	O	A
Clients are encouraged to take on responsibility for planning and conducting staff development					
Clients are given opportunities to receive special training in conducting inservice programs					
Building administrators play an active role in planning and conducting staff development					
4. Resources					
Part of the district budget is specifically set aside for staff development every year					
The staff development program has access to adequate resources in the following areas:					
funds					
staff					
facilities					
equipment					
released time					
travel opportunities					
consultation					
community support					
The availability of various kinds of resources is considered during the inservice planning process					
The following categories of people are used as human resources for staff development:					
classroom teachers					
department heads/supervisors					
subject-area specialists/consultants					
building-level administrators					
district-level administrators					
state-level administrators					
university faculty members					
outside consultants					
community residents					

5. Content and Strategies	N	S	ST	O	A
Broad goals and specific objectives for inservice are identified on the basis of individual and organizational needs					
Long-range and short-range objectives for staff development are clearly stated					
Sufficient time is allocated to accomplish the objectives of any given program or activity					
Inservice activities are scheduled at a time and location convenient for clients					
Inservice activities provide ample opportunities for interaction and active learning					
A variety of strategies and activities are employed					
The size of the learning group is appropriate to the activity					
Audiovisual and other equipment is available and functioning					
Learning materials and resources are of good quality and available in sufficient quantity					
The physical comfort and basic needs of clients are given adequate consideration					
A schedule of activities is posted and followed					
Participants have ample opportunities to share ideas and learn from one another					
Participants have opportunities to practice what they will be doing later in the classroom					
Clients have a variety of choices for participation in staff development activities					
Inservice programs are widely announced and accurately described					

6. Incentives

	N	S	ST	O	A
Previous staff development efforts have been successful and well received					
Inservice programs address the express and perceived needs of clients					
Clients are involved in planning and conducting staff development programs					
Clients have opportunities to assume leadership roles or seek professional advancement through staff development					
Participation in staff development is voluntary					
Specific kinds of inservice programs are prescribed by:					
state mandates					
district policies					
school-level decisions					
department-level decisions					
certification requirements					
Released time is offered for inservice participation					
Compensation or compensatory time is provided to inservice participants					
Inservice participants may earn academic and/or certification credit					
Inservice participants may earn credit toward increases in salary					
Participants in inservice related to new curricula are provided with materials that can be used in the classroom					
Staff development programs are planned and presented in cooperation with professional organizations					
Inservice activities are well attended					

	N	S	ST	O	A
Informal feedback about staff development programs is positive and enthusiastic					
Formal evaluation of inservice activities yields favorable results					
7. Evaluation and Follow-Up A systematic procedure exists for evaluating inservice programs					
The following evaluation techniques are used to assess inservice activities: survey/questionnaire at conclusion of activity					
survey/questionnaire several weeks or months after the activity					
classroom observation					
tests of student performance					
self-evaluation via audio or video tape playback					
The results of evaluation are used in planning future staff development efforts					
The results of evaluation are used to stimulate support for staff development					
A systematic procedure exists for providing follow-up support to inservice activities					
The following types of follow-up support are available: in-building peer support					
in-building supervisory assistance					
district-level support and assistance					
regularly scheduled meetings or workshops					
"hot line" for requesting ad hoc assistance					
classroom visits from outside consultants or district-level specialists					
Participants are periodically surveyed to determine their needs and desires for follow-up support					